

# PROGRAM of STUDIES

for

## SENIOR HIGH SCHOOLS of ALBERTA



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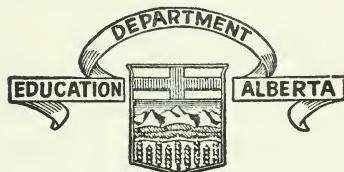
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## INTRODUCTION

This Program of Studies contains an outline content of each course in the senior high school together with a list of the authorized texts and approved secondary references. Regulations with respect to the credit value of courses, examinations and other matters relating to the operation of the high school appear in the current issue of the **Senior High School Handbook**.

Teachers who want suggestions concerning methods of handling a given course will find them in the related curriculum guide, which may be obtained through the office of their superintendent or from the Curriculum Branch of the Department of Education.

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# **ENGLISH**

## **SENIOR HIGH SCHOOL ENGLISH**

### **Objectives**

It seems reasonable to expect from the study of language and literature dividends basic to almost every phase of human activity. It has been said, for example, that English contributes to individual growth and development in such disparate matters as aesthetic and spiritual values, intellectual curiosity and critical thinking, vocational competence, general enjoyment and the effective use of leisure time, that it contributes to social growth in terms of human relations and democratic citizenship.

Clearly, the English program can and should serve these broad purposes. Just as clearly, their fulfilment implies the achievement of more limited purposes relative to the communication skills: the clear and acceptable expression of ideas in speech and writing, and the efficient recognition, interpretation, and exploration of ideas in reading and listening.

The two categories of purpose suggested above may be termed the general and the specific aims, respectively, of the English program. They are not to be regarded as competitive, either in time or importance. The communication skills as such can be learned only within the context of broader purposes which, in turn, can be achieved only through competence in the skills themselves.

### **The Language Program**

Although the detailed nature of language learning remains obscure, one fact is clear and another may fairly be assumed. It is clear that language is a social process: hence the importance of good models, especially contemporary. It may be assumed that language improves with study and practice: hence the importance of guided experience in speaking and writing.

The prescribed handbooks are designed to foster the analytical aspect of language study. Grammatically speaking, their approach is rather conservative. There is little doubt, of course, that a more purposeful system of grammar is being developed by the structural linguists, and that this should be introduced as appropriate text materials become available.

More systematic attention than heretofore is given to the skills of reading and of spelling. Teachers are expected to adjust these emphases to the specific needs of individual pupils or groups.

### **The Literature Program**

In pursuit of the broader outcomes of literature the teacher should seek to extend the student's acquaintance with writings of high quality, and to heighten his standards of appreciation. The first of these tasks implies selection from various times and places—including twentieth-century Canada. The second implies that the literary standards of most high-school students may not immediately (or ever) approximate those of the literary critic. The teacher should, of course, recognize that "the literary experience" in our time comes not only from books but from periodicals, discs, tapes, radio and television.

Attention to the improvement of reading and listening skills as such should constitute a developmental or remedial emphasis in every English program.

## **Individual Differences**

For a variety of reasons, students differ in linguistic capacity. This means that the teacher must consider the strengths and the limitations of each pupil as he works towards the highest achievement in communication for all.

In the hands of the resourceful teacher the approved text or texts should be a major instrument in reaching the goals of the course. It is recognized, however, that the variety of materials now approved is insufficient to meet the needs of all students; and the Subcommittee on Senior High School English is continuing to search for additional materials. At the present time, for example, several new texts and references are being used experimentally in a number of Alberta senior high schools. Those which meet with favor will, as soon as possible, be added to the approved lists.

## **SENIOR HIGH SCHOOL ENGLISH COURSES**

Each senior high school student is required to take English Language 10 and 20, English Literature 10 and 20, and English 30. Two elective courses, English Language 21 and English Literature 21, are provided for students in Grade XI and XII who are particularly talented or interested in English.

### **ENGLISH LANGUAGE 10**

#### **Course Materials:**

Gray, Hach, Meade and Waddell: **English for Today 10**, Longmans.

Corbin, Perrin and Buxton: **Guide to Modern English**, Gage.

OR Scargill: **An English Handbook**, Longmans.

A suitable dictionary.

#### **Course Content**

The order of the topics given below is not mandatory and may be changed by any teacher for justifiable reasons, but teachers are reminded that students transferring from one school to another may experience considerable difficulty if the changes made are very extensive.

#### **A. Text Outline**

##### **1. Parliamentary Procedure**

- a. A new club
- b. Advertising the first meeting
- c. The first meeting
- d. Election of officers
- e. Planning the work of the organization
- f. Records of a meeting
- g. A permanent organization
- h. Constitution and by-laws
- i. Rules for procedure
- j. Motions, amendments and resolutions
- k. Order of business

##### **2. Knowing How to Think**

- a. Need for thinking (e.g. solving problems)
- b. Clear thinking (observation, selection, imagination, systematic planning)

- c. Reputable sources
- d. Comparison and contrast
- e. Cause and effect
- f. Language (different meanings to different people)
- g. Pitfalls to clear thinking (prejudice, propaganda, platitudes, false analogy, insufficient and irrelevant data, false assumptions, wishful thinking, tricky language, emotions, symbols)
- h. Two thought patterns (inductive and deductive)

### **3. Paragraph Writing**

- a. Topic sentences
- b. Ways to develop paragraphs (details, contrasts, reasons, examples, restatement)
- c. Unity, coherence and emphasis

### **4. Improvement of Reading**

- a. Improving reading speed (skimming, increasing eye-span, decreasing fixation-time, avoiding regressions, learning good reading habits, increasing vocabulary, decreasing sub-vocalizing)
- b. Improving close reading (grasping the main idea, understanding figurative language, adjusting reading rate, relating reading to personal knowledge)

### **5. Listening and Speaking**

- a. Improving classroom speech
- b. Improving listening
- c. Effective listening
- d. Note taking
- e. Voice improvement
- f. Mechanics of speech
- g. Characteristics of a good voice
- h. Choric speech
- i. Special speeches (welcome, response, introduction, nomination, announcement)
- j. Discussion (single-leader, panel)

### **6. The Dictionary**

- a. Finding words quickly
- b. Pronouncing words correctly (use of diacritical marks)
- c. Dividing words into syllables
- d. Accenting the correct syllable
- e. Preferred pronunciation (divided usage)
- f. Preferred spelling (divided usage)
- g. Hyphenating
- h. Obtaining the exact meaning
- i. Confusing of similar words
- j. Synonyms and antonyms
- k. Parts of speech (abbreviations used in dictionaries)
- l. Derivation of words

### **7. Description**

- a. Sharpening the senses
- b. Kinds of description (practical, artistic)

- c. Planning the description
  - d. Point of view (physical, mental)
  - e. Singleness of impression
  - f. Fundamental image
  - g. Selection of details
  - h. The outline
  - i. Selection of appropriate language
  - j. Vigorous words
  - k. Specific words
  - l. Use of adjectives and adverbs
  - m. Figures of speech (simile, metaphor, personification)
8. **Social Letters**
- a. Appearance of letter
  - b. Parts of the letter
  - c. Folding letters
  - d. Special letters (appreciation, gratitude, congratulation, request, introduction, sympathy)
  - e. Formal invitations
9. **Radio and Television\***
- a. Introduction to the mass media of communication
  - b. Historical development of radio
  - c. Broadcaster's standards
  - d. Uses of radio
  - e. Television programming
  - f. TV production (live, taped)
  - g. Potentialities of television

## B. Grammar

A review of Grade IX grammar with emphasis on the application of grammatical principles to English composition.

## C. Improvement of Spelling

Remedial or developmental spelling in terms of individual and group needs. (Teacher's Reference: Bowden, **Basic Speller**, Macmillan.)

# ENGLISH LANGUAGE 20

## Course Materials:

Gray, Hatch, Meade and Waddell. **English for Today 11**, Longmans.  
Corbin, Perrin and Buxton. **Guide to Modern English**, Gage.

OR Scargill. **An English Handbook**, Longmans.

A suitable dictionary.

## Course Content

The order of the topics given below is not mandatory and may be changed by any teacher for good reason, but teachers are reminded that students transferring from one school to another may experience considerable difficulty if the changes made are very extensive.

### A. Text Outline

#### 1. Report Writing

- a. The importance of knowing how to prepare reports
- b. Library organization (classification of books, card catalogue)

\* Some of the content given in this section is not found in **English for Today 10**. It is provided to assist teachers in bringing the text material up to date.

- c. Reference aids (indexes, guides, encyclopedias, yearbooks, almanacs, general references)
- d. Report making (choosing the subject, limiting or expanding the subject, gathering material, sentence and topical outlines, types of beginnings and endings, development of the report, revision, the finished product)
- e. Oral reports
- f. Reporting on books (novel, biography, other non-fiction, fiction)

## 2. Expository Articles

- a. Definition of exposition
- b. The paragraph in exposition (topic sentence, transition, kinds of developmental paragraphs, methods of developing the paragraph, introductory and concluding paragraphs)
- c. Kinds of exposition (practical, artistic)
- d. Writing exposition (selecting, limiting, analysing the subject, gathering and organizing the material, writing and rewriting)

## 3. Vocabulary

- a. The importance of vocabulary study
- b. Reference books (dictionary, thesaurus, special aids)
- c. Roots, prefixes, suffixes
- d. Synonyms, antonyms, homonyms
- e. Increasing vocabulary (reading, experience)
- f. Concrete and connotative words
- g. Cliches
- h. Figures of speech
- i. Using words effectively
- j. Levels of usage

## 4. Newspaper Reading

- a. Desirable newspaper reading habits
- b. Functions of newspapers (publishing news, commenting on news, entertaining readers, helping readers, publishing advertising).
- c. Analysis of newspaper reading habits
- d. Definition of news
- e. News gathering (reporters, press associations, syndicates, correspondents)
- f. News writing (writing formulas, news slanting, use of pictures)
- g. Publicity and advertising
- h. Differences between editorials and columns
- i. Features

## 5. Writing for the School Newspaper

- a. Getting the news (recognizing news, interviews, various sources of news)
- b. The news story (types of leads, developing the story)
- c. Special news stories (interviews, feature)
- d. Editorials (editorial column)
- e. Newswriting style

## 6. Speaking and Listening

- a. Review of characteristics of good speech
- b. Effective listening

- c. Special speeches (announcement, promotion talk, introduction of speaker)
- d. Discussion
- e. Oral report (explanations, directions, instructions, introductions)
- f. Listening to oral reports (attention, interpretation)

## 7. Business English

- a. Mechanics of good English (punctuation, abbreviation, use of numbers, hyphenation)
- b. Format (spacing, indentation, block and modified block form, open and closed punctuation)
- c. Parts of the business letter (heading, inside address, salutation, complimentary close, body, signature)
- d. Addressing the envelope (spacing, form)
- e. Kinds of business letters (orders, complaints, adjustments, applications, letters of appreciation)
- f. Business English
- g. Modern trends in business English

## B. Grammar

Consistent use of the **Guide** or the **Handbook** in applying grammatical principles to English composition.

## C. Spelling

Remedial or developmental spelling in terms of individual and group needs. (Teacher's Reference: Bowden, **Basic Speller**, Macmillan).

# ENGLISH 30

## Course Materials:

Coutts, Chalmers, Meade, Salter and Waddell. **Thought and Expression**. Longmans.

## Hamlet or Macbeth

Perrin, Corbin and Buxton. **Guide to Modern English**, Gage.  
A suitable dictionary.

## Course Content:

### A. Text Outline

#### 1. Reading

- a. Derivation of meaning from context
- b. Kinds of reading (reading for impression, opinion, information, enjoyment)
- c. Style analysis (realization of the norm, variations from the norm, effect of these variations)

#### 2. Studying Magazines

- a. Purposes of magazines
- b. Classification according to paper stock and to appeal

- c. Influence of magazines
- d. Magazine advertising
- e. Evaluating magazines

### **3. Studying and Writing the Essay**

- a. Types of essays (informational, personal)
- b. Writing essays (outline, point of view, arrangement and choice of details, style, title, introductions, revision)
- c. Types of personal essays (autobiographical, reflective, characterization, nature, satirical)
- d. Essays for reading, study and enjoyment

### **4. Reading, Studying and Writing the Short Story**

- a. Definition of the short story
- b. Essentials of a short story (character, setting, plot, theme)
- c. Writing a personal incident
- d. Planning a short story
- e. Point of view (physical, mental, emotional)
- f. Elements to consider in planning action (motivation, conflict, complication, suspense, climax, denouement, outcome)
- g. Writing a synopsis
- h. Title selection
- i. Writing a short story beginning, writing dialogue, ending)
- j. Short stories for reading, study and enjoyment

### **5. Appreciating Drama**

- a. History of drama
- b. Play structure (exposition, rising action, climax, denouement and outcome)
- c. Dialogue interpretation
- d. Types of plays (tragedy, comedy, melodrama, farce, fantasy, folk play, thesis play, pageant masque)
- e. Dramatization of a short story
- f. Writing a one-act play (optional)
- g. The radio play
- h. Plays for reading, study and enjoyment

### **6. Appreciating Poetry**

- a. Reading and enjoying poetry
- b. Comparing poetry and prose
- c. Poetic language (figures of speech, rhythm, rhyme, assonance, alliteration, onomatopoeia, form)
- d. Poems for reading, study and enjoyment

## **B. Grammar**

Consistent use of the **Guide** or the **Handbook** in applying grammatical principles to English composition.

## **C. Leisure Reading (See following notes on Leisure Reading)**

The reading of ten books per year is considered a reasonable goal for the average student. These books may be chosen by the student from the prescribed list, or they may be books considered acceptable by the teacher.

## ENGLISH LITERATURE 10

### Course Materials:

Boyd, ed. **Creative Living, Book Four**, Gage.

Additional material used to meet the special needs of a student group (e.g. selections from anthologies, periodicals, newspapers, pamphlets recordings, tapes, radio and television plays.)

### A. Outline of Text

**Creative Living, Book Four** (an anthology of poems, essays, short stories and plays) is organized into thematic units under the following headings:

- Unit I —The Individual
- Unit II —Humanity
- Unit III —Love and Affection
- Unit IV —Appreciation
- Unit V —Creative Living

The following analysis of the content indicates the variety of offerings the text provides for the teacher; the figure in parenthesis indicates the number of selections for the category.

1. **Type**—Short story (33), character sketch (5), biography (3), anecdote (9), essay (12), various prose (7), play (1), radio play (1), sonnet (11), lyric (28), ode (4), elegy (8), epic (3), ballad (7), various poems (39), others.
2. **Region**—Anywhere (64), U.S.A. (14), Southeast U.S.A. (3), New England (6), North America (4), South America (2), Middle East (4), England (21), Wales (2), Scotland (5), Russia (3), China (2), India (2), Germany (2), Canada (26), Italy (2), others.
3. **Chronology**—20th century 121, 19th century (28), 18th century (2), 17th century (5), 16th century (4), Medieval (5), B.C. (7).

### B. Leisure Reading—See following notes on **Leisure Reading**)

The reading of ten books per year is considered a reasonable goal for the average student. These books may be chosen by the student from the prescribed list, or they may be books considered acceptable by the teacher.

**Teacher's Reference:** T. W. Martin, **Guidebook for Creative Living, Four**, Gage.

## ENGLISH LITERATURE 20

### Course Materials:

Buxton, ed. **Creative Living, Book Five**, Gage.

**One of Julius Caesar, The Tempest, or Richard II.**

Additional material used to meet the special needs of a student group (e.g. selections from anthologies, periodicals, newspapers, pamphlets). Recordings, tapes, radio and television plays.

### A. Outline of Text (**Creative Living, Book Five**)

**Creative Living, Book Five** (an anthology of poems, essays, short stories and plays) is organized into thematic units under the following headings:

- Unit I —Individuals
- Unit II —Our Community
- Unit III —Our Surroundings
- Unit IV —Action, Thrills and Laughter
- Unit V —Toward Creative Living

The following analysis of the content indicates the variety of offerings the text provides for the teacher; the figure in parenthesis indicates the number of selections for the category.

1. **Type**—Short story (23), character sketch (2), biography (4), essay (23), various prose (10), play (3), sonnet (12), lyric (29), ode (11), dramatic monologue (3), narrative poems (3), ballad (6), others.
2. **Region**—Anywhere (76), U.S.A. (30), Southwest U.S.A. (3), New England (4), Middle East (3), England (25), Scotland (6), Europe (8), India (2), Russia 1, Canada (18).
3. **Chronology**—20th century (130), 19th century (25), 18th century (6), 17th century (5), 16th century (1), Medieval (4), B.C. (4).

**B. Shakespearean Play—Introduction to Shakespearean drama  
(One of Julius Caesar, The Tempest, or Richard II).**

**C. Leisure Reading—(See following notes on Leisure Reading)**

The reading of ten books per year is considered a reasonable goal for the average student. These books may be chosen by the student from the prescribed list, or they may be books considered acceptable by the teacher.

**Teacher's Reference:** Buxton, *Guidebook for Creative Living, Five*, Gage, Leisure reading is an integral part of the senior high school literature course. The main objectives of this part of the program are:

1. To establish and develop the reading habit.
2. To provide enjoyment through reading.
3. To develop literary taste, especially in relation to the longer literary work.

**Requirements of the Leisure Reading Program in Literature 10 and 20**

1. From 15 to 25 per cent of the evaluation of the student's total performance in English Literature 10 and 20 should be based on the leisure reading program.
2. The student's reading should have the qualities discussed below:
  - a. **Variety**—Students should read within five categories each year, the categories being those given in *Invitation to Read*, the School Book Branch catalogue which lists the titles of books approved for the leisure reading program. **Not more than four books** should be read within one category unless the student is also reading widely in other areas.
  - b. **Scope**—Ten books per year is a reasonable goal for the average student. However, as classes and students vary greatly, it is unrealistic to set a specific number for all Alberta senior high school students. Some students may read more than ten books per year; some may read fewer.
  - c. **Quality**—A student's reading cannot be aimed at quantity alone. The following "levels" are outlined for student and teacher

guidance. Students should work "up the levels" during their high school years.

**Level One (lowest level)**—Emphasis on action, easy vocabulary, stereotyped characters, animal adventures, romantic situations (e.g. *Black Stallion Returns*, *Seventeenth Summer*).

**Level Two** (middle level)—Well developed style, more complex plot structure, larger number of developed characters than those of level one (e.g. *Dr. Jekyll and Mr. Hyde*, *Good-Bye Mr. Chips*, most historical novels).

**Level Three (highest level)**—More highly-developed and consistent theme, shift in emphasis from action to character development, more complex plot, universality of the experience, realistic setting and atmosphere, philosophic ideas (e.g. *Oliver Twist*, *Lord Jim*, *Madame Curie*).

### Leisure Reading in the English 30 Program

Although many of the suggestions given above are applicable to English 30, the program has to be more flexible and varied in English 30 than it is in Literature 10 and 20. As it should provide for extension and enrichment of the literary content of the course, the student must not confine himself too narrowly in his book choices. He should be encouraged to venture widely into the fields opened by the study of literary forms (short story, essay, drama, and poetry).

## ENGLISH LANGUAGE 21

### Course Materials:

No assigned text.

Material as listed in the Curriculum Guide.

English Language 21 is an elective designed for Grade 11 and 12 students who are particularly talented or interested in writing, and only those who have demonstrated proficiency in written expression should be admitted to the class. As much individual assistance and instruction is required of the teacher, the size of the class should be limited to twenty students or fewer. In addition, as no textbook is assigned for the course, a classroom library of books and pamphlets must be made available to the teacher if the course is to be taught effectively.

### Course Content:

The course covers five content areas: journalism, the essay, the short story, drama and poetry. Teachers may deal with these units in any order or way which is productive of results: but at least some aspects of **all five areas** should be discussed at some time during the school term.

As some of the material discussed in English Language 21 is also found in the compulsory courses, teachers are asked to guard against uneconomical overlapping in their own particular school situations.

## UNIT ONE: JOURNALISM

### A. The Writing of a News Story

1. Definition of news
2. The differences between literary and news writing
3. The news story (including the lead)

**B. Newswriting Style**

1. Use of standard good English
2. Specific characteristics of newswriting style

**C. The Writing of a Variety of News Stories**

1. General news story
2. Speech report
3. Interview story
4. Sportswriting
5. Advance and follow-up stories
6. Feature stories

**D. Editorial Writing**

1. Editorials
2. Columns
3. Letters to the Editor

**E. Journalism as a Profession**

1. Newspaper writing
2. Radio and television writing
3. Magazine writing
4. Advertising
5. Public relations

**UNIT TWO: THE ESSAY****A. Definition of the Essay**

1. Historical development of the essay form
2. Variety of forms

**B. The Informational Essay**

1. The research essay
2. The critical essay

**C. The Personal Essay**

1. Autobiographical
2. Reflective
3. Characterization
4. Nature
5. Satirical

**UNIT THREE: THE SHORT STORY****A. Leading Up to the Short Story**

1. The journal (or diary)
2. The personality or character sketch
3. The plot

**B. Developing the Short Story**

1. The plot outline:
  - a. An introduction (to attract the reader)
  - b. Details of the story (in point form)
  - c. A conclusion (which satisfies the reader)

2. Plot Analysis:
  - a. Situation (time, place, characters, mood, circumstances)
  - b. Rising action
  - c. Climax
3. The twist (the unexpected turn near the end of the story)
4. Conflict

## **UNIT FOUR: DRAMA**

### **A. Leading Up to the Writing of Drama**

1. The writing of short scripts (e.g. TV and radio commercials, announcements for use on an intercom)
2. The writing of five-or ten-minute scripts (e.g. informal family discussion)
3. The writing of longer scripts (e.g. a school assembly program, a documentary)

### **B. Dramatic Writing**

1. The writing of dialogue
2. Stage movement
3. The one-act play:
  - a. Plot
  - b. Character
  - c. The unities of time and place
  - d. Stage business or action
  - e. The dialogue
  - f. Properties

### **C. Radio and Television Writing**

1. The special needs of radio writing
2. The special needs of television writing

## **UNIT FIVE: POETRY**

### **A. The Writing of Light Verse**

1. Limericks
2. Rhyming couplets
3. Other forms

### **B. The Writing of Poetry**

1. The definition of poetry
2. Poetic form
3. The haiku
4. The cinquain
5. The triolet
6. A variety of forms

### **C. The Group Composition (a poem composed by the class or a group of students)**

## ENGLISH LITERATURE 21

### Course Materials:

Inglis, Stauffer and Larson. **Adventures in English Literature**, Gage.

Additional material to supplement the material of the text.

Recordings, tapes, radio and television plays.

English Literature 21 is an elective designed for students in Grades 11 and 12 who show special interest and reasonable competence in English literature. The objectives are:

1. To increase the student's power to enjoy good literature through both extensive and intensive study of representative works by the best writers.
2. To develop in the student a sense of literary perspective.
3. To assist the student to relate literary works in a mature way to the society that produced the works.

### Course Content:

The content of Literature 21 is indicated in a general way by the prescribed text, but individual teachers may place the emphasis differently according to the extent of their own literary scholarship, to that of their students, and to the supplementary materials available.

The sequence of the course is that followed in the text.

**Adventures in English Literature** begins with several short essays by recent British and Canadian authors. Following this introductory material are eight sections giving, in chronological order, the commonly-recognized periods of English literary history. It should be noted that these periods overlap somewhat, and that the division of the continuous historical process in this way is largely arbitrary; however, the historical and social introductions given in the text form a necessary skeleton for the course, and students should be familiar with their content. Some periods, authors and literary types are better represented than others. (The text is deficient, for example, in the Medieval English section where the literature given is in modern paraphrase rather than in the words of the original.) For this reason teachers may need to supplement certain parts of the text.

Not all of the material given in each section need be covered, and not all of the material covered should be given the same attention. Instead, an intensive study of one or more literary forms (e.g. the drama, the essay, the lyric, or the short story) should be undertaken by the individual student or the class as a whole.

As many Grade 12 students study **Macbeth**, the Literature 21 and the English 30 courses should be articulated in the drama section. If the drama is chosen for intensive study, it is recommended that the approach given for the study of **Macbeth** (on page 193 of the text) be used for a similar study of the modern plays in the latter section of the book.

# **SOCIAL STUDIES**

## **General Objectives**

"The general objectives of social education is to develop citizens who (1) understand our changing society; (2) possess a sound frame-work of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence—skills and abilities—to participate in group living in such ways as to make changes in the direction of the desired values and ideals."\*

## **SOCIAL STUDIES 10**

### **Texts**

ANCIENT AND MEDIEVAL WORLD: Rogers, Adams and Brown  
or  
ANCIENT AND MEDIEVAL HISTORY: New and Phillips

### **Outline of Content**

#### **UNIT ONE**

#### **HOW GEOGRAPHY INFLUENCED EARLY CIVILIZATIONS**

##### **1. The Cradle of Civilization—Geographic Backgrounds**

Primitive and civilized societies defined.

The meeting of the continents.

The climate of the area.

The general topography of the area:

(a) Rivers—the Nile; the Tigris and the Euphrates.

(b) Seas—the Mediterranean and the Aegean Seas.

(c) Mountains—the mountains of the Greek peninsula.

(d) Islands of the Aegean—their location between Greece and Asia Minor, between Egypt and Greece.

(e) Deserts of Northeast Africa, of Arabia and Persia.

##### **2. The Settings of Ancient Societies**

Civilizations along river valleys, e.g., Egypt and Mesopotamia.

Civilizations in proximity to the sea, e.g., Phoenicia, Crete, Carthage, Rome.

Civilizations bordered by mountain or desert areas, e.g., Greece, Egypt, Rome, Carthage.

##### **3. The Influence of Geography Upon Culture**

The empires of the Fertile Crescent.

The civilizations of the Aegean region.

The central Mediterranean civilizations.

##### **4. The Application to a Modern Situation of the Concepts Learned in this Unit**

\*Quillen and Hanna, EDUCATION FOR SOCIAL COMPETENCE, Scott, Foresman and Co., p. 55.

## UNIT TWO

### THE INFLUENCE OF TRADE ON EARLY CIVILIZATIONS

#### **1. The Evolution of Trade**

Primitive self-sufficiency.

The hunting stage—Stone Age men, the North American Indians.

The herding stage—the Arabs, the Hebrews, modern herdsmen.

The agricultural stage—irrigation in Egypt; implements and methods among ancient peoples; roman estates; the manorial system.

The industrial stage—Egyptian artisans and their products, distinctive products of Phoenicians, Persians and Greeks, craftsmanship in feudal Europe.

#### **2. Internal Trade in Egypt**

Division of labor and specialization of occupation.

Surplus goods the basis of trade.

#### **3. External Trade**

The need for external trade.

The rise of a class of traders, of trading cities and trading nations.

#### **4. Trade in the Middle Ages**

The decline of trade with the barbarian invasions.

A return to self-sufficiency.

A later trade-revival.

#### **5. The Application to a Modern Situation of the Concepts Learned in This Unit**

## UNIT THREE

### MOVEMENTS OF PEOPLES IN THE ANCIENT AND MEDIEVAL WORLD

#### **1. The Nomadic Movements of Peoples**

The nomadic life of primitive man.

Peoples who remained nomadic.

Peoples who developed settled communities.

Peoples who developed states which formed nuclei for empires.

Peoples who destroyed established civilizations.

#### **2. Military Conquest and the Movements of Peoples**

Conquests influenced by the pressure of population on resources; movements to more desirable areas.

Conquests influenced by the desire of leaders or their people for aggrandizement.

Conquests influenced by ideas or ideals.

### **3. The Effect on Civilization of the Movement and Fusion of Races**

The modification of old cultures.

The development of new cultures.

The contributions of one civilization to another, and the contributions of early civilizations to modern civilizations:

(a) Material contributions.

(b) Intellectual and spiritual contributions.

(c) Political contributions.

### **4. The Application to a Modern Situation of the Concepts Learned in This Unit**

## **UNIT FOUR**

### **THE DEVELOPMENT OF DEMOCRATIC GOVERNMENT**

#### **1. Types of Government in Primitive and Advancing Societies**

The patriarchal family.

Early absolute monarchy.

Aristocracy; degenerate forms of this type of government.

Theocracy.

Democracy.

Imperial forms of government:

Persia

Alexander's empire

Rome, at the height of its power.

#### **2. Elements of Democracy in Early Government Structure**

The Greek city-state.

Roman rule (until the time of Julius Caesar).

#### **3. Elements of Democracy in the Middle Ages**

The survival of the democratic customs of the Teutonic tribes.

The democratic assemblies of the Angles and Saxons.

The first English parliaments.

#### **4. The Application to a Modern Situation of the Concepts Learned in This Unit**

## **UNIT FIVE**

### **HOW THE FAMILY INFLUENCED EARLY CIVILIZATION**

#### **1. The Primitive Family The First Social Unit**

The family as:

A biological unit

A social unit

An economic unit.

The enlarged family.

Authority in the family:

Matriarchal control

Patriarchal control

Among Teutonic tribes.

- 2. The Relationship of the Family to the Development of Early Civilizations**  
Political Factors.  
Social Factors.  
Economic Factors.  
Religious Factors.
- 3. Original Family Functions Which Were Assumed in Whole or in Part by Other Organizations**  
Political Functions.  
Social Functions.  
Economic Functions.  
Religious Functions.  
Educational Functions.
- 4. Illustrations of Decline in the Influence of the Family**
- 5. The Application to a Modern Situation of the Concepts Learned in This Unit**

## UNIT SIX

### THE CHRISTIAN CHURCH AND ITS CONTRIBUTIONS TO OUR CIVILIZATION

- 1. Early Religions**  
Attempts to please primitive deities.  
Religious officials and leaders.  
Belief in life after death and plans for it.
- 2. The Hebrews**  
The contributions of the Hebrews to religious thought.  
Their belief in one God, invisible in the heavens (in contrast to the polytheism of their neighbors).  
The Old Testament.  
The Hebrew belief in a Messiah.
- 3. The Early History of the Christian Faith**  
The foundation of Christianity.  
The spreading abroad of Christianity.  
The early church.  
The church in the Middle Ages.
- 4. A World of Many Faiths**  
Hinduism, (Brahmanism) the oldest religion of the east.  
Buddhism, a reform movement in Brahmanism.  
Confucianism, a religious philosophy of China.  
Mohammedanism, a later religious development, spreading from Arabia.
- 5. The Application to Modern Situations of the Concepts Learned in This Unit**

## SOCIAL STUDIES 20

### Text

STORY OF NATIONS: Adams et al (Alberta Edition)

### Outline of Content

#### UNIT ONE

##### THE EXPANSION OF HABITABLE AND PRODUCTIVE AREAS SINCE THE BEGINNING OF THE MODERN AGE

1. Scientific Thinking in the Field of Geography in the Renaissance Period  
Concepts of the earth during the fourteenth century.  
The Renaissance in the learning of the ancient world.  
Practical inventions and new ideas.
2. The Geography of Discovery and Colonization  
The Atlantic barrier to expansion of civilization.  
The conquest of the oceans.  
The period of exploration of the New World was followed by that of colonization and expansion of settlement.
3. The Effect of Exploration and Early Colonization Upon the Parent Civilization  
Increased knowledge of the world.  
The development of new areas of settlement.  
Trade in Europe given tremendous impetus.  
Far-reaching economic results.  
Improved transportation.  
The spread of civilization as a result of missionary zeal.  
The shift in political power.
4. Present Day Distribution of Population Contrasted With That at the Beginning of the Modern Period  
Civilized areas in Columbus' time.  
Colonization on the eastern coasts of America.  
Factors responsible for modern distribution of population in American, coastal Asia and Africa.
5. The Application to a Modern Situation of the Concepts Learned in This Unit

#### UNIT TWO

##### THE EFFECT OF SCIENCE ON OUR ECONOMIC LIFE

1. The Distinctive Industrial Character of Modern Civilization
2. The Application of Science to Industry  
The Agricultural Revolution.  
The Industrial Revolution.
3. The Economic Principles of Modern Production and Distribution  
The factors of production: land, labor, capital and management.  
The relationship between capital and labor.
4. The Application to a Modern Situation of the Concepts Learned in This Unit

## UNIT THREE

### THE RISE OF NATIONALISM: THE EXPANSION OF EUROPEAN EMPIRES

#### 1. The Formation of Nation-States at the Beginning of the Modern Age

England

France

Spain.

#### 2. Imperial Expansion and Colonial Rivalry (Economic Factors)

Spain.

Great Britain.

France.

#### 3. The Concepts of Nationalism and Liberalism

Great Britain

The Tudor Period.

The Stuart Period.

Union of England and Scotland.

France

Absolute Monarchy.

The French Revolution.

The Napoleonic Period.

The Revolution of 1848.

America

The American Revolution.

The Latin American countries.

#### 4. Imperial Aspirations in the Late 19th Century

Delayed Unification:

Russia

Prussia unifies Germany.

Sardinia unifies Italy.

Rivalries for trade and colonies.

#### 5. The Application to a Modern Situation of the Concepts Learned in This Unit

## UNIT FOUR

### THE DEVELOPMENT OF PARLIAMENTARY GOVERNMENT IN BRITAIN AND IN CANADA

#### A COMPARISON WITH THE CONSTITUTION OF THE UNITED STATES

#### 1. The Growth of Parliamentary Institutions (Representative Government) in England (to 1700)

Origins of Parliamentary Institutions in the Thirteenth Century.  
Parliament in the Time of the Tudor Rulers.

The Struggle for Authority between Parliament and the Stuart Sovereigns.

**2. The Rise of Responsible (Cabinet) Government in Great Britain; the Extension of Democracy (To 1900)**

The origin of political parties in Great Britain.  
The first Cabinets.  
The first Prime Minister.  
The principle of Cabinet responsibility.

**3. A Brief Outline of Canadian Constitutional Development**

The government of New France (a) by fur companies, (b) by royal officials, (c) under British military rule, 1760-63.  
The government of the colony of Quebec in the first years of the British period.  
Proclamation of George III.  
The Quebec Act, 1774.  
The introduction of representative government in the British North American colonies.  
The Constitutional Act, 1791.  
The Movement toward responsible government:  
    The Rebellion of 1837 and the Durham Report.  
    The Act of Union, 1841.  
    The principle of responsible government established (1) in Nova Scotia, 1848; (2) in the Province of Canada, 1849.  
The adoption and extension of the federal plan:  
    Conferences  
    The British North American Act, 1867.  
    The inclusion of provinces additional to the original four.

**4. The Nature of the Constitution of the United States**

Some points of similarity between the British constitution and that of the United States.  
Some points of similarity between the Canadian constitution and that of the United States.  
Some points of difference between the constitution of the United States and  
    (a) that of Great Britain.  
    (b) that of Canada.

**5. The Application to a Modern Situation of the Concepts Learned in This Unit**

## **UNIT FIVE**

### **SOCIAL ENLIGHTENMENT AND REFORM**

**1. Social Problems in England Prior to the Industrial Revolution: Remedies Attempted**

The contributions to social welfare of the guild and the monastery.  
The first modern attempts of the state to deal with social problems.

**2. Social Conditions Resulting From the Industrial Revolution**

Overcrowding in cities.  
Employment of women and children.  
Increased wealth.  
Great class-distinction.

### **3. Enlightenment and Social Improvement**

- Forerunners in social thinking (e.g., the leaders in the Renaissance movement; Hobbes and Locke; Diderot, Rousseau and Voltaire).
- John Wesley and the Methodists.
- William Wilberforce and the anti-slavery movement.
- John Howard, Elizabeth Fry and prison reform.
- Florence Nightingale and care of the sick; the Red Cross Society

### **4. The Assumption of Responsibility for Social Reform by the State**

- Factory Acts.
- Health Measures.
- The Reform of criminal law.
- Education.
- State Welfare Services.

### **5. Modern Applications of the Concepts Learned in This Unit**

## **UNIT SIX**

### **THE BACKGROUND OF CANADIAN CULTURE AND RELIGIOUS DEVELOPMENT**

#### **1. A Definition of Culture: Examples**

#### **2. The Spirit of the Renaissance**

- The Revival of Learning.
- Renaissance Literature.
- The glory of the Renaissance in painting, sculpture and architecture.
- Music in the New Day.

#### **3. The Reformation**

- Religious thought in pre-Reformation Europe.
- The rise of Protestantism.
- The Catholic Reformation.
- The Reformation in England and Scotland.
- Post-Reformation developments in religious thought.

#### **4. Features of Cultural and Religious Life in Britain and Other European Countries**

- Art and Architecture
- Literature
- Music
- Religious thought
- Education

#### **5. Features of Canadian Religious and Cultural Life**

- Early missions and missionaries.
- Varied religious groups in Canada.
- Art
- Literature
- Music
- Education

#### **6. The Application to a Modern Situation of the Concepts Learned in This Unit**

## SOCIAL STUDIES 30

### Text

CANADA IN THE MODERN WORLD: Lawrence, McInnis, Mix & Wilkie

### Outline of Content

### UNIT ONE

## THE INFLUENCE OF GEOGRAPHY ON THE DEVELOPMENT OF CANADA

### I. The Geographic Problems in the Preservation of Canadian Unity

#### A. The Physiographic Regions of Canada as a Part of the North American Continent

##### 1. The Regions:

###### (a). The Cordillera or Mountainous Region

Coastal Ranges

Selkirks

Rockies

The Plateau

###### (b). The Great Plains:

1st steppe

2nd steppe

3rd steppe

The Mackenzie Basin

###### (c). The Laurentian - Appalachian - Canadian Shield

###### (d). The St. Lawrence Lowlands

###### (e). The Maritimes and Newfoundland

##### 2. The Diversity Within These Regions

###### (a). in soil

###### (b). in resources

##### 3. The Geographical Grain of the Country - north-south alignment, not east-west.

#### B. The Regional Influence on Industries

##### 1. Their relation to the geography of North America (that is resources in a general way).

#### C. The Barriers to Canadian Settlement

##### 1. The Rockies

##### 2. Northern Ontario

##### 3. The Canadian Shield

##### 4. Climate, drainage and soil conditions as barriers to settlement in the north.

#### D. The Natural Trading Areas of Canada and North America

##### 1. The conflict between overlapping areas.

##### 2. The relative importance of areas

##### 3. The north-south alignment and the distribution of population centers in Canada:

Regional metropolitan areas of population. Definition - Halifax-Boston, Montreal-New York, Winnipeg-Minneapolis, Vancouver-Seattle, Lethbridge-Great Falls.

## E. Transportation Routes by Land And Water

1. Rivers:  
Mackenzie  
Athabasca  
Saskatchewan  
St. Lawrence - only east-west system and even it has the Mohawk-Hudson which is north-south.
2. Highways
3. Railways
4. Gas pipeline - east-west not the most economic route.

## II. A Survey of Canadian and World Resources Basic to Modern Industry

- A. Soil resources and the international food problem - pressure of population on land as in Japan.
- B. Six of the vital materials in the new development in industry
  1. Material resources, location, availability of supply in Canada and the world, relative supplies, significance
    - (a). Uranium
    - (b). New metals such as titanium
    - (c). Chromium
    - (d). Nickel
    - (e). Iron - U.S.A. and Liberia supplies - conflict U.S. stand on the St. Lawrence Seaway influenced.
  2. Power resources:
    - (a). Gas - petrochemical industry
    - (b). Oil - Middle East and Canada and world supply
    - (c). Coal
    - (d). Hydro-Electric - Aluminum - Kitimat
    - (e). Water supply

## III. Air Age Geography and the Arctic

- A. Brief review of map projections and types  
Mercator  
Polar  
Equal areas, etc.  
Changing concepts of the world make polar or globe projections most valuable.
- B. Ownership of the Arctic Regions - U.S.S.R. - Canada - Denmark
- C. A study of the air routes of the world - Globe or polar projections.
- D. The Third Frontier:  
Atlantic  
Pacific  
Arctic Oceans  
The population pattern in Canada thrown off center by geographic and climatic conditions except for the military.  
The importance of the sub-Arctic.
- E. Our Stake in the Arctic  
Defence - radar  
Technical developments  
Commercial centers - relationships  
Resources and developments  
    weather  
    police efforts  
    the eleventh province  
    growing industries  
    limitations

## **UNIT TWO**

### **CANADA AND INTERNATIONAL TRADE**

- 1. The Economics of International Trade**
  - A. Balance of Trade—favorable and unfavorable balance
  - B. Mechanics of international exchange
  - C. Dollar areas versus sterling bloc
  - D. Depressions and mechanisms of exchange - inflation
  - E. Government control
  - F. Trade competition
- 2. The Development of Canada's Trade Policies**
  - A. The Mercantile System - New France and Acadia - the English Navigation Acts
  - B. The Free Trade Movement
  - C. The Galt Doctrine and Protection
  - D. Reciprocity
  - E. National Policy
  - F. Renewed Efforts at Reciprocity
  - G. Ottawa Trade Agreements
  - H. Canadian Economy and the Second War.
- 3. Canada's Place in World Trade**
  - A. The Post-War Problems
  - B. Canada's Customers
  - C. Relationships between Trade and International Affairs
  - D. Trade Relationships in the British Commonwealth
  - E. Trade Relationships with the U.S.A.
  - F. Trade Relationships with Latin America.

## **UNIT THREE**

### **THE SEARCH FOR SECURITY IN THE TWENTIETH CENTURY**

- 1. The Dawn of the Twentieth Century**
  - A. The Spread of Western Civilization
    - New Products
    - State Intervention and Control
    - The Rise of Socialism
    - The International Aspect
  - B. The World in Transition
    - Balance of Power
    - Imperialist Rivalries
    - Internationalism
    - The First World War
- 2. The New Settlement**
  - A. Preliminaries to Peace
    - The Settlement of Europe
    - Minorities
    - Mandates
    - Economic and Military Clauses
  - B. Internationalist Order in a Nationalist World
    - The League of Nations
    - The World Court

The I.L.O.  
Defects of the League  
Security and Disarmament  
Nationalism and Self-Determination  
The Mandates System

### 3. European Democracies and Dictatorships

- A. The Problems of Britain
  - The Troubles of France
  - Fascism in Italy
  - Nazism in Germany
  - Soviet Communism
- B. Through Aggression to a Second World War
  - Aggression by Japan
  - Aggression by Italy
  - The Advance of Germany
  - Spain and Austria
  - Munich
  - The Coming of War
  - The Second World War
  - The Aftermath of War

### 4. The Search for Peace in a Divided World

- A. The Establishment of the United Nations
  - The Background of the Cold War
  - The United States Assumes Leadership of the Democracies
  - The Role of Defeated Nations
  - The Peace Treaties of 1946-47
  - The Japanese Peace Treaty
  - The Cold War
- B. Pacts and Alliances Maintain the Balance of Power
  - Communist Alliances
  - Democratic Alliances
- C. The United Nations Strives for Security
  - The Korean War Tests the United Nations
  - World Peace is Threatened in Many Areas
  - United Nations Contributions to Peace and Welfare
  - Strengths and Weaknesses of the United Nations
  - The Search for Security is Not Over

## UNIT FOUR

### NATIONALISM AND THE MODERN WORLD

#### 1. The Advance of Canadian Nationalism

- (a) The Colonial Background
- (b) The Winning of Responsible Government
- (c) The Coming of Confederation
- (d) The Advance of Canadian Nationalism
- (e) Nation and Commonwealth
- (f) Canada in the World Crisis

#### 2. Nationalism in the British Empire and Commonwealth

- (a) Variety in the Commonwealth and Empire
- (b) Nationalism changes the Empire: India, Pakistan, Ceylon
- (c) Nationalism Reduces the Empire: Burma, Eire, (Egypt, Palestine)
- (d) The Federation of Rhodesia and Nyasaland
- (e) Nationalism Within the Commonwealth and International Affairs
- (f) Links of the Commonwealth Transcending Nationalism

- 3. Recent Expressions of Nationalism**
  - (a) A Review of Colonialism
  - (b) Indonesia
  - (c) Nationalism and the French Union

## UNIT FIVE

### THE CANADIAN CITIZEN AND HIS GOVERNMENTS

- 1. The Development of Municipal Government in Canada**
  - (a) The Levels of Government
  - (b) Early development of local government in Canada
  - (c) U.S. and British influence in local government
  - (d) Residual problems of local government
  - (e) Worth of local government
- 2. The Features and Functions of Municipal and School Corporations**
  - (a) Types of Local Governments  
Municipal corporations  
Local school organizations  
Other autonomous units
  - (b) Local Government in Alberta  
Municipal corporations  
Local school organizations  
Hospital boards
  - (c) Provincial Control and Supervision  
Legislation  
Supervision
  - (d) Provincial Control and Supervision in Alberta  
Legislation  
Supervision
  - (e) Local Administration—Legislative and Executive functions—  
Departmental structures—organization and functions.
- 3. Some Problems of Municipal Government** (at least two problems to be selected, one of which must be:
  - (a) Municipal Finance
  - (b) Town Planning
  - (c) Reorganization of rural governments (county system)
  - (d) Democratic control and efficiency
  - (e) Any other urban or rural problem
- 4. Some Problems of the Senior Governments**
  - (a) Dominion-Provincial relations
  - (b) Senate Reform
  - (c) Parliamentary government versus government by Order-in-Council
  - (d) Party System and "Splinter Parties"
  - (e) The Judiciary

### CURRENT EVENTS

The study of current history is an important part of the course. The time allowed should be variable but should not exceed twenty per cent of the class time.

# **PHYSICAL EDUCATION**

## **Authorized Text:**

M. L. Van Vliet: PHYSICAL EDUCATION FOR JUNIOR  
AND SENIOR HIGH SCHOOLS

## **Scope**

Individual exercises are recognized as essential in the remedial program and free exercises are recommended for conditioning and warm-ups (two to four minutes for regular classes) prior to participating in the activities planned for the period.

The activity outline which follows is intended merely as a guide to program planning. Local facilities, equipment and staff will necessitate logical improvising. It is intended that Grades Ten and Eleven will be given an opportunity to do advanced work in these listed activities.

## **Course Content:**

### **SUGGESTED SECONDARY SCHOOL PROGRAM**

#### **ACTIVITIES**

##### **1. Aquatics**

- (a) Swimming
- (b) Diving
- (c) Life Saving

##### **2. Dancing**

- (a) Folk
- (b) Social
- (c) Modern

##### **3. Team Sports**

- (a) Basketball
- (b) Field Ball
- (c) Hockey (boys)
- (d) Soccer
- (e) Softball
- (f) Touch Football (boys)
- (g) Volleyball
- (h) Broomball

##### **4. Stunts, Tumbling and Apparatus**

##### **5. Individual and Dual Sports**

- (a) Archery
- (b) Badminton
- (c) Curling
- (d) Hiking and Campus Craft
- (e) Horseshoe
- (f) Skating
- (g) Skiing
- (h) Table Tennis
- (i) Wrestling (boys)

# MATHEMATICS

## MATHEMATICS 10

### Text

MATHEMATICS FOR CANADIANS, BOOK 2,  
Bowers, Miller and Rourke

### Special Note to Principals, Counselors and Teachers:

Students who have earned less than a "B" standing in Grade IX Mathematics are not advised to register in Mathematics 10.

### Content:

**Note:** The material of chapters I, III and IV is in the nature of review work, and may be omitted in whole or in part depending on the needs of the class.

#### A. Geometry

1. Chapter IV (Review Materials)  
The Rotation of a Straight Line
2. Chapter V to XIV (New Material)  
Further Explorations in Geometry  
An Introduction to Proof  
The Exploration of Geometry is Continued  
In Which We Advance Another Mile  
Concerning Area  
Ratio and Proportion  
Review Summaries  
Your Geometry in Retrospect  
Some Errors to be Avoided in Reasoning  
Areas and Volumes

#### B. Algebra

1. Chapters I and III (Review Material)  
Re-union With Algebra  
Formulas and Graphs
2. Chapters II, XVII and XVIII (New Material)  
Equations with Two Unknowns  
An Introduction to Quadratics  
More Advanced Algebra

(Omit pages 373 to 379 dealing with incomplete squares, the sum and difference of cubes; and the factor theorem.)

#### C. Arithmetic

1. Chapter XV  
More Everyday Uses of Arithmetic

N.B.: (Chapter XVI on numerical trigonometry is no longer required.)  
As this text is a continuation of the one now in use in Grade IX, teachers of this course will be well advised to familiarize themselves with Book I.

## MATHEMATICS 20

### Text:

MATHEMATICS FOR CANADIANS, BOOK 3  
Bowers, Miller and Rourke

Pamphlet: LOCUS AND THE CIRCLE

### Special Note to Principals, Counselors and Teachers:

Since a "B" standing in Mathematics 20 will be prerequisite to Mathematics 30 in Grade XII, only students who have obtained a "B" standing or better in Mathematics 10 will be permitted to take Mathematics 20.

### Content:

#### A. Algebra

Chapters I to X inclusive of text, omitting pages 61 - 67, "Ratios Used in Trigonometry".

Note: Chapters XI, XII and XIII of this text are omitted from the Mathematics 20 course.

Review of Basic Skills

Graphs

Ratio, Proportion and Variation

Factoring

Application of Factoring Fractions

Indices

Equations and Problems

Square Roots

Rational and Irrational Numbers

Quadratic Equations

#### B. Geometry

Locus of a Point

Intersection of Loci

Properties of Chords, Angles, and Quadrilaterals in Relation to a Circle.

### Suggestion:

The text and the pamphlet contain a wealth of practice exercises from which teachers should make a selection suited to the needs of their classes. In general, the "C" exercises at the end of a chapter are intended only as enrichment problems for outstanding students of mathematics.

## MATHEMATICS 30

### Texts:

AN ADVANCED COURSE IN ALGEBRA: Miller and Rourke  
MATHEMATICS FOR CANADIANS, BOOK 3, Chapter XII  
(Available in booklet form.)

### Outline of Course:

The detailed course outline and suggested order of topics for Mathematics 30 is as follows. Except where otherwise noted, Chapter references are to AN ADVANCED COURSE IN ALGEBRA.

Chapter XII	of MATHEMATICS FOR CANADIANS, BOOK 3, pages 260-267.
Chapter I	Functions.
Chapter II	The Linear Function and Applications. Omit Section 10 and related exercises.
Chapter III	Quadratic Functions and Quadratic Equations. Omit Section 23 and related exercises.
Chapter IV	Polynomials and Algebraic Equations. Omit Sections 28, 29, 30, 31, 32 and 33, and related exercises. Omit Parts B and C of Exercises on the Chapter, pages 123 - 128.
Chapter XII	of MATHEMATICS FOR CANADIANS, BOOK 3 pages 268 - 291.
Chapter V	Rational Functions of One or More Variables. Ratio and Proportion. Systems of Equations.
Chapter VI	Series of Numbers. The Progressions. Omit Sections 45, 47.1, 50 and 51, and related exercises.
Chapter VII	Permutations and Combinations. Omit Sections 62 and 63, and related exercises.
Chapter VIII	Mathematical Induction.
Chapter IX	The Binomial Theorem.

**Special Note** of Explanation Relating to Mathematics 30 beginning the School Year 1959 - 60.

In place of three chapters, formerly part of Mathematics 30 from Sprague's PLANE TRIGONOMETRY AND ANALYTICAL GEOMETRY Chapters V and VIII, along with Section 69 of Chapter IX, all from AN ADVANCED COURSE IN ALGEBRA have been substituted.

## MATHEMATICS 11

**Prerequisite:** None.

**Objectives**

1. To consider problems as actual business transactions, not as mere textbook statements.
2. To attain a vocational standard of accuracy and speed in performing the fundamental operations with integers, fractions and decimals commonly used in business.
3. To develop skill in estimating the reasonableness of answers and in the use of practical short-cuts.
4. To develop the power to think analytically and logically in solving practical problems.

**Scope**

The complete coverage of material in the prescribed text.

**Text**

BUSINESS ARITHMETIC, Currie and Piper (Unabridged).

## MATHEMATICS 12

**Text:**

PRACTICAL MATHEMATICS, 4th Edition, Palmer and Bibb  
or  
NEW VOCATIONAL MATHEMATICS, Dooley and Kriegel

**Content:**

1. Fundamental Operations: addition, subtraction, multiplication, division.

2. Arithmetic factoring, highest common factor, least common multiple, cancellation, etc.
3. Vulgar, decimal and percentage fractions.
4. Ratio and Proportion: direct, inverse and compound.
5. Powers and Roots—confined to squares and cubes.
6. Knott's Tables (Revised Edition) for powers and roots.
7. Use of Symbols: arithmetic and algebraic: addition, subtraction, multiplication, division and brackets.
8. Positive and negative quantities.
9. Fundamental operations in algebra.
10. Simple equations and problems involving one variable. Transportation, removal of brackets, manipulation of formulas.
11. Simple Factoring (common factor, factor by grouping, difference of squares).
12. Simultaneous equations of 1st degree: simple examples and problems.
13. Lines (perimeters of common geometric figures).
14. Areas (rectangles, parallelograms, trapeziums, circles, prisms).
15. Volumes (rectangular solids).

## MATHEMATICS 21

**Text:**

MATHEMATICS FOR THE CONSUMER,  
Schorling, Clark and Lankford

**Scope of the Course:**

Statistics, Purchasing, Credit, Budgets, Investments, Insurance and Taxation.

**Outline for Mathematics 21:**

- Unit One: How to handle statistics
- Unit Two: Better buymanship
- Unit Three: Using consumer credit
- Unit Four: At home and on the job
- Unit Five: Investments
- Unit Six: Greater security
- Unit Seven: Taxation

## MATHEMATICS 22

**Text:**

NEW VOCATIONAL MATHEMATICS, Dooley and Kriegel  
or  
PRACTICAL MATHEMATICS, 4th Edition, Palmer and Bibb

**Content:**

1. Review and drill on fundamental operations: Topics 1, 2, 3, 4 and 5 of Mathematics 12.
2. Review of introductory algebra: Topics 7, 8 and 9 of Mathematics 12.
3. Logarithms—using Knott's Tables (Revised Edition).
4. Review of Factoring: Topic 11 of Mathematics 12.
5. Factoring a trinomial.
6. Quadratic Equations.
7. Lines: circle: radius, diameter, circumference, arc.
8. Areas: circle, surface of spheres, cylinders, prisms, frusta of cones and pyramids.
9. Volumes: spheres, cylinders, prisms, frusta of cones and pyramids

11. Powers and roots: positive, negative and fractional exponents; zero exponent; roots mostly rational.
12. Trigonometry:
  - (a) angles: positive and negative; systems of measurement.
  - (b) trigonometric functions: definitions; values from figures and tables.
  - (c) solution of right triangles.
  - (d) problems dealing with heights and distances; angles of elevation and depression.
13. Graphs:
  - (a) graphs of 1st degree functions.
  - (b) graphs of 2nd degree functions related to formulas.
  - (c) graphs of simple trigonometric functions.

## MATHEMATICS 31

**Text:** TRIGONOMETRY WITH TABLES: Welchons and Krickenberger.

**Special Note to Principals, Counselors and Teachers:**

1. Only students who have obtained a "B" standing in Mathematics 20 will be permitted to take Mathematics 31 (Trigonometry).
2. Mathematics 31 may be taken by itself, that is, Mathematics 30 is not co-requisite with Mathematics 31. There may be students seeking a general diploma who have a special interest in trigonometry or who may wish to take this course before taking technical education.
3. Knott's revised edition of tables is authorized for use in Mathematics 31.
4. Teachers may use either method of expressing the characteristic of a logarithm of a number less than one.

**Content:**

Chapter I to XV, inclusive, of TRIGONOMETRY WITH TABLES.

**NOTE:** Chapter III, "The Slide Rule" is optional. It is suggested that this chapter may be omitted.

## MATHEMATICS 32

**Text:**

PRACTICAL MATHEMATICS, 4th Edition, Palmer and Bibb

**Content:**

Part A

1. Plane Geometry
2. The Sine Law, the Cosine Law and the Tangent Law
3. Solution of Oblique Triangles—4 cases
4. Applications of Trigonometry
5. Area of Triangle
6. Trigonometric Relations
7. Use of formulas
8. Variation

Part B

9. Use of formulas in mensuration
10. Theory, study and application of formulas
11. Principles of Physics
12. Elements of Theory from the Calculus, as applied to electricity

# **SCIENCE**

## **Main Objectives for Courses in Science**

Students should:

1. acquire facts, principles, concepts, and appreciations in order to better understand and interpret their environment.
2. acquire some competence in critical thinking and the methods of science.
3. develop a scientific attitude.
4. gain some skill in the reading of and the analysis of current articles on scientific subjects.

## **SCIENCE 10**

The prescribed text for Grade X is INTRODUCTORY CHEMISTRY AND PHYSICS by Pickard and Radomsky. Students in Grade X who are not on the text rental plan, will be expected to purchase the text.

The course outline sets out a logical arrangement of the concepts and must be followed (Section I, Section II, then Section III) because of the large number of students who transfer during the year. For large schools where the number of classes make it desirable to offer both the chemistry and physics simultaneously to different classes, transfer presents no problem.

More detailed information is included in the Early Warning Announcement distributed by the Department of Education in June, 1960.

The course consists of three sections.

### **SECTION I Introduction To Science**

#### **Unit 1 Short History Of Science**

Chapter 1. Our Debt to the Past

#### **Unit 2 Matter**

Chapter 2. Matter—Its Classification

Chapter 3. Matter—Its Composition

Chapter 4. Matter—Its Structure

### **SECTION II Introduction To Chemistry**

#### **Unit 3 Language Of Chemistry**

Chapter 5. Symbols and Formulae, The Shorthand of Chemistry

Chapter 6. Equations—Short Stories of Reactions

#### **Unit 4 Four Important Substances**

Chapter 7. Oxygen—Our Most Abundant Element

Chapter 8. Hydrochloric Acid—A Typical Acid

Chapter 9. Sodium Hydroxide—A Typical Base

Chapter 10. Sodium Chloride—A Typical Salt

### **SECTION III Introduction To Physics**

#### **Unit 5 Mechanic Of Fluids**

**Note:** Most of this unit is optional, that is, Chapters 11 to 15. However, in Chapter 13 the section on the Expansion of Gases (Boyle's Law) and also Experiment 13 in Chapter 15 are required for study. It is suggested that this material be covered in conjunction with Chapter 19.

#### **Unit 6 Heat**

Chapter 16. Heat and Temperature

Chapter 17. Expansion of Solids

Chapter 18. Expansion of Liquids

- Chapter 19. Expansion of Gases
- Chapter 20. Specific Heat and Thermal Capacity
- Chapter 21. Latent Heat
- Chapter 22. Experiments on Heat

## **Unit 7 Sound**

- Chapter 23. Production, Propagation and Velocity of Sound
- Chapter 24. Transmission of Sound
- Chapter 25. Distinguishing Features of Sound
- Chapter 26. Resonance: Sympathetic Vibration
- Chapter 27. Laws of Stretched Strings
- Chapter 28. Experiments on Sound

## **SCIENCE 20**

The following outline is intended for all schools during 1961-62. The sequence of Physics then Chemistry is to be followed to avoid difficulty of student transfer during the school year.

The texts for the Physics-Chemistry (Science 20) are as follows:

1. PHYSICS FOR SECONDARY SCHOOLS, Alberta Edition:  
Eubank, Ramsay, Rickard
2. CHEMISTRY FOR SECONDARY SCHOOLS, Advanced Edition:  
Croal, et al

All students should be requested to buy these two texts.

Laboratory experience should be provided. The teacher's reference for this work is EXPERIMENTS IN LABORATORY CHEMISTRY, Couke, Croal, Louden (Copp Clarke).

The course consists of a physics section and a chemistry section as outlined below:

### **A. PHYSICS SECTION**

#### **1. Mechanics**

Suggested time—2 months

- |          |                                 |
|----------|---------------------------------|
| Chapters | 1. Introduction                 |
|          | 2. Measurement                  |
|          | 3. Density and Specific Gravity |
|          | 4. Buoyancy                     |
|          | 5. Force, Work and Power        |
|          | 6. Experiments on Mechanics     |

#### **2. Light**

Suggested time—2 months

- |          |   |
|----------|---|
| Chapters | 7. Nature and Propagation of Light            |
|          | 8. Photometry                                 |
|          | 9. Reflection of Light—Mirror                 |
|          | 10. Refraction of Light—Lenses                |
|          | 11. Color                                     |
|          | 12. Optical Instruments (Optional)            |
|          | 13. Experiments on Light                      |
|          | 14. Modern Developments in Physics (Optional) |

Experimental work is to be considered an integral part of the course. Students should spend at least one day a week in the laboratory. All problems at the end of each chapter should be done by the students.

### **B. CHEMISTRY**

Suggested time—4 months.

Note concerning laboratory work: Some teachers have found difficulty

in supplying laboratory exercises to cover the Chemistry of Science 20. Course material for demonstrations as well as class experiments in this section of the work may be found in EXPERIMENTS IN LABORATORY CHEMISTRY by Couke, Croal, Louden, published by Copp Clarke, Toronto. The cost of this text is about \$2.00. Problems involving percentage compositions, weight to weight, weight to volume and volume to volume relationships should be stressed.

### Unit 1

Review of Science 10, Chemistry Section—Much of this review of Science 10 will be incidental and used throughout the course to introduce new work. However, as a general introduction certain terms should be discussed and definitions established. These terms should include: element, compound, atom, molecule, atomic and molecular weights. The four main types of chemical reactions should be reviewed as well as the method of writing and balancing equations.

### Unit 2

Naming Compounds—In addition to the study of the system used in naming compounds this should include practice in the writing of formulae. Pages 139 - 146.

Percentage composition of a compound, pages 119 - 123.

### Unit 3—Mathematics of Chemistry

Review percentage composition.

Review of Weight to Weight problems, pages 147, 148, Questions page 151.

The Gas Laws (Review of Science 10 Physics) pages 89 - 99.

Gay-Lussac's Law of Volumes and Gram Molecular Relationships of Weight to Volume in Gases, pages 105 - 106, Questions page 152.

Calculations involving the finding of simple and true formulae from Percentage composition of compound, pages 119 - 123.

### Unit 4—Ionization

Study of the terms referring to water and solution, pages 56 - 80.

Study of ionization, pages 153 - 163.

Include: (1) Electrolysis of Water. Acids, Bases, Salts, Neutralization, (review plus ionization characteristics).

(2) Hydrolysis

### Unit 5 The Periodic Classification of the Elements

The Periodic Table, pages 234 - 239. This study should include the relationship between the atomic structure of the elements and the table. Review pages 133 - 138 and the table found in the front-end paper.

Application of the Periodic Table as seen in two families of elements.

#### (a) The Halogens

1. Atomic structure—see front-end paper.
2. Comparison of properties of chlorine (page 221), bromine (page 228) and iodine (page 230.)

#### (b) The Alkali Family

1. Atomic structure—see front-end paper.
2. Properties, pages 240 - 241.

## **Unit 6—(Optional) Two Gases**

Hydrogen, pages 42 - 55.

Nitrogen and Atmosphere, pages 33 - 41.

## **CHEMISTRY 30**

- 1. Authorized Text:** CHEMISTRY FOR SECONDARY SCHOOLS, Advanced Edition: Croal et al.

- 2. Course Content:**

The course consists of Chapters 10 - 15 (review) and Chapters 16 - 33 (new material). Owing to the length of the course, Chapters 24, 25 and 26 are to be considered as material for reading and additional study if time permits. These chapters are NOT included in the work that will be covered in the Departmental Examinations.

Chapters 10 - 15 have been included in order to provide for the necessary review of the fundamental mathematics of chemistry. It is suggested that no longer than four (4) weeks be used for this review.

- 3. Demonstrations and Experiments:**

The revised laboratory manual consists of twenty laboratory exercises, eleven of which include demonstration material. Students will be expected to perform no fewer than fourteen laboratory exercises, including the obligatory exercises. 1, 2, 3, 4, 7, 13, 17, 18, 20, 23, 24 (1958 LABORATORY EXERCISES IN CHEMISTRY 30). Additional experimental material may be found in EXPERIMENTS IN LABORATORY CHEMISTRY referred to in Science 20.

- 4. Equipment:**

A list of equipment, needed for the prescribed experiments, is contained in LABORATORY EXERCISES.

## **PHYSICS 30**

Information on Course Content and Laboratory Exercises.

- 1. Authorized Text:** ELEMENTARY PHYSICS, Littler

- 2. Course Content:**

(a) The content selected from the text consists of materials on three topics: Mechanics, Heat and Electricity.

(b) The following portions of the text are used:

- 1. Mechanics:** Chapters 1 - 9

Velocity

Acceleration, Falling Bodies

Newton's Second Law of Motion

Newton's Third Law of Motion

Work Energy and Power

Machines and Their Efficiency

Composition and Resolution of Forces

Movement of a Force: Center of Gravity

Friction

- 2. Heat:** Chapters 13 - 18 and chapter 21

Heat and Temperature Thermometers

Expansion of Solids

Expansion of Liquids

Expansion of Gases

Specific Heat Thermal Capacity, etc.

Latent Heat

Mechanical Equivalent of Heat

**3. Electricity:** Chapters 33, 34, 36 up to and including "Solenoid" 37, 38 and 39.

Electrostatics

Chemical Effect of the Electric Current

Current Measured by its Magnetic Effect

Ohm's Law and its Application

Electromagnetic Induction

Electricity as Energy

- (c) In addition to the above, it will be very desirable to commence the course by teaching the Metric System of measurement. (See Experiment 1, LABORATORY EXERCISES.)

**3. Demonstrations and Experiments:**

Both these devices should be regular procedure of teaching the course.

**(a) Experiments:**

The revised LABORATORY EXERCISES consists of eighteen experiments (omit Nos. 7 and 8) from which students are expected not fewer than fourteen (14). The fourteen or more experiments may be selected according to the type and quantity of equipment available. Not more than two (2) of the listed experiments may be omitted for each of the three topics.

Each of Experiments 1-11, inclusive, consists of two parts. In each case, PART B is stated as a follow-up problem to accompany PART A.

Part B is provided as extra work for the better students; its use is optional and at the discretion of the teacher.

**4. Equipment:**

A list of specific equipment needed for the prescribed experiments is contained in LABORATORY EXERCISES.

**5. Text:**

The authorized text was selected because of its precise descriptive and quantitative treatments of the selected topics.

These qualities of precise statement and accurate calculation will become, it is hoped, specific objectives in the teaching of this course.

## BIOLOGY 32

**Primary Reference:**

\*BIOLOGY IN DAILY LIFE, Curtis and Urban

**Secondary References:**

ELEMENTS OF BIOLOGY, Dodge, Smallwood, Reverley, Bailey

EXPLORING BIOLOGY, Ella Thea Smith

MODERN BIOLOGY, Moon, Man and Otto

A LABORATORY COURSE IN BIOLOGY, Rempel

**\*Note:** While no other book is authorized or needed as a primary reference for the course, teachers who wish to provide themselves with any of the following may have them specially ordered by the School Book Branch:

Workbook to accompany BIOLOGY IN DAILY LIFE

Tests in Biology to accompany BIOLOGY IN DAILY LIFE

Teachers' Manual and Key for BIOLOGY IN DAILY LIFE

## **Unit 1—A Survey Of Living Things**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 17 - 57; 511 - 569
- ELEMENTS OF BIOLOGY, pp. 4 - 36
- EXPLORING BIOLOGY, pp. 5 - 112
- MODERN BIOLOGY, pp. 53 - 86

## **Unit 3—Green Plants Make The Food Used By All Living Things**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 197 - 276
- ELEMENTS OF BIOLOGY, pp. 293 - 348
- EXPLORING BIOLOGY, pp. 201 - 216
- MODERN BIOLOGY, pp. 444 - 513

## **Unit 4—Foods And Metabolism**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 197 - 276
- ELEMENTS OF BIOLOGY, pp. 293 - 348
- EXPLORING BIOLOGY, pp. 201 - 216
- MODERN BIOLOGY, pp. 444 - 513

## **Unit 5—The Conquest Of Disease**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 277 - 354
- ELEMENTS OF BIOLOGY, pp. 389 - 410
- EXPLORING BIOLOGY, pp. 245 - 316
- MODERN BIOLOGY, pp. 559 - 606

## **Unit 6—The Behavior Of Living Things**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 428 - 464
- ELEMENTS OF BIOLOGY, pp. 349 - 376
- EXPLORING BIOLOGY, pp. 317 - 360
- MODERN BIOLOGY, pp. 514 - 534; 499 - 507

## **Unit 7—Reproduction Of Living Things**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 428 - 464
- ELEMENTS OF BIOLOGY, pp. 570 - 573
- EXPLORING BIOLOGY, pp. 361 - 422
- MODERN BIOLOGY, pp. 170 - 195

## **Unit 8—Variation And Heredity**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 465 - 509
- ELEMENTS OF BIOLOGY, pp. 575 - 588; 604 - 632
- EXPLORING BIOLOGY, pp. 423 - 504
- MODERN BIOLOGY, pp. 607 - 668

## **Unit 9—The Kinds Of Living Things**

### **References:**

- BIOLOGY IN DAILY LIFE, pp. 513 - 569
- ELEMENTS OF BIOLOGY, pp. 589 - 603
- EXPLORING BIOLOGY, pp. 27 - 112
- MODERN BIOLOGY, pp. 219 - 424

## SCIENCE 12 (Interim)

### Introduction:

It seems reasonable that all students should have an opportunity to gain some knowledge of the field of science, but all students do not have the ability nor the desire to follow a matriculation program of studies in science. The Alberta Royal Commission on Education expressed, in recommendation 69, the need for a survey-type course in physical science for students attempting a non-matriculation program. These students would be, in many cases, those who attain a low standing in science on the Grade IX Departmental Examination. The course in Science 12 could be an introduction to Science 10 or it could be terminal in nature. In Science 12 the appropriate treatment of the subject matter would have, no doubt, a great emphasis on experimental work and would be less mathematical than the approach in Science 10.

The Science 12 text is PHYSICAL SCIENCE FOR CANADIAN HIGH SCHOOLS, by Hogg, Cross and Little.

The course consists of four units:

### Unit 1

- A. THE NATURE OF THINGS, to include chapters:
  - 3. Atoms and Molecules
  - 4. Molecules in Motion
  - 5. Air, an Important Mixture
  - 6. Water, an Important Compound
  - 7. Water for Machines
- B. THE CHEMICAL NATURE OF THINGS, to include chapters:
  - 53. Chemical Activity
  - 54. The Shorthand of Chemistry
  - 55. What are Ions?

### Unit 2

- A. THE EARTH, to include chapters:
  - 8. The Earth and its Motions
  - 9. Rocks of the Earth
  - 10. The Changing Earth
  - 11. The Record of Rocks
  - 12. Life in Earth History
- B. THE UNIVERSE, to include chapters:
  - 58. The Sun
  - 59. The Sun's Family
  - 60. Comets, Meteors and the Moon
  - 61. Beyond the Solar System

### Unit 3

- FIRE AND FUELS, to include chapters:
- 22. What is Fire?
  - 23. Oxidation
  - 24. Fires and Explosions
  - 25. The Control of Fire
  - 26. Oil and its Origin
  - 27. Coal and its Origin
  - 28. Fuel Gases
  - 29. The Carbon Dioxide Cycle

### Unit 4

- WEATHER, to include chapters:
- 18. Winds and Air Masses
  - 19. Fronts and Storms
  - 20. Weather Forecasting
  - 21. What is Climate?

# **BUSINESS EDUCATION**

## **RECORD KEEPING 10**

**2-3-4 (Credits)**

**Prerequisite:** None.

### **Objectives**

1. To develop an understanding of, and an appreciation for good record keeping in personal finance, in social organizations and in single-proprietorship business of trading and non-trading concerns.
2. To develop a familiarity with common business terms and their uses.
3. To inculcate habits of neatness, accuracy and legibility.
4. To provide an exploratory course in bookkeeping that will build interests and discover the aptitudes of the students in this subject.
5. To develop an understanding of the bookkeeping cycle.

### **Scope**

1. Chapters 8, 9 and 10 are required of all students.
2. Minimum requirements.
  - i Two-credit course—four additional chapters.
  - ii Three-credit course—five additional chapters.
  - iii Four-credit course—six additional chapters.

### **Text**

Moore et al., RECORD KEEPING FOR EVERYONE, Canadian Edition, 1957, AO4, W. J. Gage Ltd., Scarborough, Ontario.

### **Workbook**

Workbook to accompany RECORD KEEPING FOR EVERYONE, AO41.

## **BOOKKEEPING 20**

**(5 Credits)**

**Prerequisite:** None

### **Objectives**

1. To provide a basic training in bookkeeping.
2. To provide the foundation for more advanced training in accountancy.
3. To introduce common business terms in realistic settings.
4. To train students to accomplish a reasonable amount of accurate work of an acceptable business standard in a given time.
5. To give the student an understanding of the preparation of financial statements.

### **Scope**

1. Chapters 1 - 19 of the text.
2. Randall Practice Set, Parts 1 and 2.

### **Text**

Carlson et al., 20th CENTURY BOOKKEEPING AND ACCOUNTING, Canadian Edition, Twenty-first Edition, B69, W. J. Gage Ltd., Scarborough, Ontario.

### **Workbook**

Working Papers and Study Guides for above text, Chapter 1 - 19, B691.

### **Practice Material**

The Randall Practice Set, B613, W. J. Gage Ltd., Scarborough, Ontario.

## **ACCOUNTING 30** **(5 Credits)**

**Prerequisite:** "B" or better standing in Bookkeeping 20.

### **Objectives**

1. To increase students' knowledge and technical competence by:
  - (a) Recording business transactions in the synoptic journal.
  - (b) Adapting bookkeeping methods to the business using columnar special journals.
2. To emphasize the function of bookkeeping records as an aid to management.
3. To stress the need for intelligent interpretation of bookkeeping records.

### **Scope**

The basic requirements for this course are Chapter 20 - 32 inclusive, of the prescribed text. With respect to the last two objectives, above, it is recommended that use be made of the Advanced Course Edition of the text which is one of the secondary references for this course. In addition it is suggested that a study be made of annual financial statements of large Canadian companies.

### **Text**

Carlson et al, 20th CENTURY BOOKKEEPING AND ACCOUNTING, Canadian Edition, Twenty-first edition, B69, Chapters 20 - 32, W. J. Gage Ltd., Scarborough, Ont.

### **Workbook**

Working Papers and Study Guides to accompany the above text.

### **Practice Material**

Burton Hardware, B623, W. J. Gage Ltd., Scarborough, Ontario.

Voss and Howard Wholesale Leather Goods, Set 625, W. J. Gage Limited, Scarborough, Ontario.

## **BUSINESS FUNDAMENTALS 10** **(2-3-4 Credits)**

**Prerequisite:** None.

### **Objectives**

1. To acquaint the student with fundamental business practices and thereby help him to be a more skilful consumer of the goods and services of business.
2. To provide an introductory course in business practices and thus assist the student in discovering aptitudes, abilities and interests which will help him in making educational and vocational plans.
3. To acquaint the student with the relations that exist between business and society and show the importance of the part which business plays in the daily life of everyone.
4. To show the interdependence of individuals, business and government.
5. To develop an appreciation of the need for service, courtesy, business etiquette, co-operation and other desirable citizenship traits.

### **Text**

Bruce, Heywood and Abercrombie, BUSINESS FUNDAMENTALS Revised Edition, McGraw Hill Co. Ltd., Toronto 4.

Workbook available and approved for use.

## **Teachers' Reference**

Crabbe et al, GENERAL BUSINESS, Seventh Edition, G99, W. J. Gage Ltd., Scarborough, Ontario.

Reed et al, INTRODUCTION TO BUSINESS, The Macmillan Co., of Canada, 70 Bond Street, Toronto.

Wilson-Eyster, CONSUMER ECONOMIC PROBLEMS, G16, Fifth Edition, W. J. Gage Ltd., Scarborough, Ontario.

Wilhelms, Heimerl, CONSUMER ECONOMICS—PRINCIPLES AND PROBLEMS, McGraw Hill Co. Ltd., Toronto 4.

## **BUSINESS MACHINES 30 (5 Credits)**

### **Prerequisites:** None.

Priority is to be given to Grade XII Business Education students and those who have at least a "B" standing in Typing 10 and Book-keeping 20.

### **Objectives**

1. To familiarize the students with the various types of office machines, their relative advantages, their basic uses, and operating procedures.
2. To specialize in the use of a few of the machines.
3. To give training in setting the decimal points correctly for the various processes, and in using common sense methods of checking results.
4. To develop facility in work with fractions and percentages.
5. To give training in cutting stencils and master copies.
6. To give training in operating the common types of duplicating machines.
7. To provide experience in the use of dictating and transcribing machines.
8. To insist on business standards for accuracy and neatness and to get the job done in a reasonable time.

### **Scope**

Familiarization with the following types of business machines:

1. Duplicators
2. Full Keyboard Listing Adding Machines
3. Ten Key Adding Listing Machines
4. Rotary or Crank Driven Calculators
5. Key Driven Calculators
6. Electric Typewriters
7. Dictating and Transcribing Machines
8. Bookkeeping and Billing Machines
9. Miscellaneous office appliances and machines

### **Texts**

Any two of the four listed below:

Agnew, OFFICE MACHINES COURSE, Second Edition, M59, W. J. Gage Ltd., Scarborough, Ontario.

English et al, MACHINE CALCULATION, Pitman Publishing Co. Ltd., Toronto.

Fasnacht, HOW TO USE BUSINESS MACHINES, Overview Course, McGraw Hill Co. Ltd., Toronto.

Walker et al, HOW TO USE ADDING AND CALCULATING MACHINES, McGraw Hill Co. Ltd., Toronto.

### Teachers' References

A number of instruction books of a specialized nature may be obtained from publishers and machine manufacturers.

## LAW 20 (3 Credits)

**Prerequisite:** None.

### Objectives

1. To give the student a knowledge of the fundamental principles of law that govern the conduct of business activities.
2. To cultivate traits of good citizenship, especially those of respect for the rights of others, honesty, and justice.
3. To develop a respect for, and obedience to, the law.
4. To develop an understanding of the functions and purposes of law in our democratic society, including the development of our legal system and the courts that administer justice.
5. To assist the student in knowing his rights and when to seek legal advice.
6. To emphasize the need and use of precise English.
7. To develop in the individual student the ability to see both sides of a problem.
8. To familiarize the student with commonly used legal papers and documents and with the use of those which do not ordinarily require the services of a lawyer.

### Scope

1. Minimum requirement, Units 1 - 9 inclusive and Units 12, 13 of authorized text.
2. Contracts.
3. The ownership of land, title to land and registration of title, leases, landlord and tenant, notice to vacate; mortgages and foreclosure; protection of an interest in land, caveat; taxes on real property; special rights, mineral, water, etc.; documents, and liens.
4. Negotiable instruments: note, cheque, draft, bill of exchange; banking, interest; insurance; principal and agent, sales, bailment, pledge and lien, guarantee and suretyship.
5. Common business forms: power of attorney, simple contract, lien note, instalment note, etc.
6. Partnership and companies: different types of company; bankruptcy.
7. Succession: Wills.
8. Master and Servant: Workmen's Compensation.
9. Libel and Slander.
10. Liability for accidents—traffic accidents; negligence ; accident insurance.
11. The course of law and court procedures; police courts; civil and criminal law; the Criminal Code; crimes and misdemeanors.
12. The civil liberties of the subject; Habeas Corpus; freedom of speech and assembly; freedom of the press.

### **Text**

Jennings, CANADIAN LAW, The Ryerson Press, Toronto.

### **Workbook**

Jennings, WORKBOOK IN CANADIAN LAW, The Ryerson Press, Toronto.

### **Teachers' References**

Walker, TEACHER'S MANUAL ON BUSINESS LAW, The Ryerson Press, Toronto.

Anger, SUMMARY OF CANADIAN COMMERCIAL LAW, Sir Isaac Pitman & Son Ltd., Toronto.

Fickett, Cordell, COLORFUL TEACHING IN BUSINESS LAW, J. Weston Walch, Box 1075 Portland, Maine.

Falconbridge and Smith, MANUAL OF CANADIAN BUSINESS LAW, Western Edition, Sir Isaac Pitman & Sons Ltd., Toronto.

Schneider et al, PERSONAL BUSINESS LAW, McGraw Hill Co., Toronto 4.

## **MERCHANDISING 20**

**(5 Credits)**

**Prerequisites:** None.

It is advisable to give priority to Grade XII students and to those who have "B" or higher in Typewriting 10, and to students who have passed their sixteenth birthday.

### **Objectives**

1. To present the fundamental principles and practices of retail merchandising.
2. To examine retailing as a possible vocation.

### **Scope**

It is intended that at least the first FOUR UNITS of the prescribed text will be covered by all classes and that UNIT FIVE will be used for enriching the course where feasible. The use of the accompanying workbook is recommended.

### **Text**

Wingate-Weiner, RETAIL MERCHANDISING, Fifth Edition, S23, W. J. Gage Ltd., Scarborough, Ontario.

### **Workbook**

To accompany text S231, W. J. Gage Ltd., Scarborough, Ontario.

### **Teachers' References**

Wilson-Eyster, CONSUMER ECONOMIC PROBLEMS, Fifth Edition, G16, W. J. Gage Ltd., Scarborough, Ontario.

Wingate-Nolan, FUNDMENTALS OF SELLING, Seventh Edition, S14, W. J. Gage Ltd., Scarborough, Ontario.

Rowse-Nolan, FUNDAMENTALS OF ADVERTISING, Sixth Edition, S33, W. J. Gage Ltd., Scarborough, Ontario.

Richert, RETAILING PRINCIPLES AND PRACTICE, Third Edition, McGraw Hill Co., Toronto.

Ernest-Davall, SALESMANSHIP FUNDAMENTALS, Second Edition, McGraw Hill Co., Toronto.

## **OFFICE PRACTICE 20**

**(5 Credits)**

**Prerequisite:** "B" or better standing in Typewriting 10.

In addition, it is strongly recommended that Typewriting 20 be taken concurrently with Office Practice 20.

### **Objectives**

1. To develop correct business attitudes on the part of the students.
2. To review and expand the students' business knowledge through the performance of actual business duties.
3. To impress on the students the relationship that exists between efficient planning and volume of output.
4. To familiarize the students with office routine and related business problems so that they will be confident and well-prepared when they enter employment.

### **Scope**

1. Personality
2. Office Organization
3. General Office Duties
4. Business Information and Business Practice
5. Filing
6. Search for Employment
7. The Operation of Office Machines
8. Business Correspondence

### **Texts**

One of 1 and 2 and one of 3 and 4.

1. Sparling, A COMPLETE COURSE IN OFFICE PRACTICE, McGraw Hill Co., Toronto 4
2. Agnew, TYPEWRITING OFFICE PRACTICE, Second Edition, E84, W. J. Gage Ltd., Scarborough, Ontario
3. Bassett-Agnew, FILING OFFICE PRACTICE SET, E981, W. J. Gage Ltd., Scarborough, Ontario
4. M. D. Smith, CANADIAN FILING PRACTICE, Sir Isaac Pitman & Sons Ltd., Toronto

### **Teachers' References**

Archer et al, GENERAL OFFICE PRACTICE, McGraw Hill Co., Toronto 4

Kahn-Yenan, PROGRESSIVE FILING, McGraw Hill Co., Toronto 4

Agnew et al, CLERICAL OFFICE PRACTICE, McGraw Hill Co., Toronto 4

Alsop & McBride, SHE'S OFF TO WORK—A GUIDE TO SUCCESSFUL LIVING, Vanguard Press, New York

Gregg, APPLIED SECRETARIAL PRACTICE, Second Edition, Gregg, McGraw Hill Co., Toronto

Harris, BUSINESS OFFICES, Gregg, McGraw Hill Co., Toronto 4

MacGibbon, FITTING YOURSELF FOR BUSINESS, McGraw Hill Co., Toronto 4 (Valuable for Units 1 and 3).

Moreland, TYPEWRITING AND OFFICE PRACTICE, Sir Isaac Pitman & Sons Ltd., Toronto

Strony-Greenway, THE SECRETARY AT WORK, McGraw Hill Co., Toronto 4

Fasnacht, HOW TO USE BUSINESS MACHINES, McGraw Hill Co., Toronto 4

## OFFICE PRACTICE 30

(5 Credits)

**Prerequisite:** "B" or higher standing in Office Practice 20.

### Objectives

1. To produce more practical, mailable job units of work, the teacher shall call upon community resources, employers, visits to offices and frequent use of the many excellent filmstrips available.
2. Particular attention shall be given to the importance of personality, work habits, the application letter and the interview.
3. A great deal of practice in composition of business letters and their preparation for mailing is to be emphasized in this course.

### Scope

The minimum required shall be:

Text A. Units—I, IV, V, VII, VIII, IX, X, XI, XII, XVI.  
Text B. Units—I, IX, X, XI, XII, XIV, XVI, XVII, XVIII.

For classes of superior ability:

Text A. Units—III, XIII and XIV may be added.  
Text B. Units—IV, XIII, XV.

### Text

- (a) Agnew et al, SECRETARIAL OFFICE PRACTICE, Fifth Edition, E34, W. J. Gage Ltd., Scarborough, Ontario

### Workbook

To accompany the text E341

or

- (b) Gregg et al, APPLIED SECRETARIAL PRACTICE, Fourth Edition.

### Handbook

To accompany the text, McGraw Hill Co., Toronto

### Teachers' References

Hager et al, BUSINESS ENGLISH ESSENTIALS, McGraw Hill Co., Toronto

Robertson, Carmichael, BUSINESS LETTER ENGLISH, McGraw Hill Co., Toronto

Mayo, COMMUNICATIONS HANDBOOK FOR SECRETARIES, McGraw Hill Co., Toronto

Aurner, EFFECTIVE BUSINESS ENGLISH, E15, W. J. Gage Ltd., Scarborough, Ontario

Larison, HOW TO GET AND HOLD THE JOB YOU WANT, Longmans, Green & Co., Toronto

Warner, CANADIAN COMMERCIAL CORRESPONDENCE, Sir Isaac Pitman & Sons Ltd., Toronto

Basset-Agnew, BUSINESS FILING, E98, W. J. Gage Ltd., Scarborough, Ontario.

### SHORTHAND

	Minimum Words	Minimum Trans-	Minute scribing Rate
Shorthand 10 (Practiced Material)	.....	50	.....
Shorthand 20 (Unpracticed Material)	.....	70	15
Secretarial Training 30 (Unpracticed Material)	.....	90	25

## **SHORTHAND 10**

**(5 Credits)**

### **Prerequisite:**

Shorthand should be attempted in Grade X only by students who receive "B" or better in Reading and Language on the Grade IX Departmental examinations. Further, shorthand should be attempted only by those students who intend to take more than one year of the work. Shorthand 10 is only an introductory course.

### **Objectives**

1. To develop the ability to take dictation at a minimum of 50 words per minute on practiced material.
2. To apply the principles of shorthand to a writing vocabulary of high frequency words and their derivatives as outlined in the prescribed textbook.
3. To develop skill and fluency in writing neat and accurate outlines of good style from simple practiced material.
4. To develop skill in reading intelligently and rapidly from engraved shorthand plates and from pupil's own notes.
5. To give some practice in transcribing simple sentences and paragraphs so that the basic skills of shorthand and typewriting may be correlated.

## **SHORTHAND 10 (Pitman)**

### **Scope**

Assuming that there are approximately 35 weeks in the school year, a plan for the year should provide for complete coverage of the introduction and the 50 lessons in approximately 25 weeks, and thus leave 10 weeks for the review of theory provided in Appendix II. The letters should present no new vocabulary difficulties and so may be used most effectively for building speed and fluency in reading and writing.

### **Texts**

PROGRESSIVE SKILL DEVELOPMENT may be used to advantage with all classes.

BASIC COURSE IN PITMAN SHORTHAND, Sir Isaac Pitman & Sons Ltd., Toronto

STUDENT'S SHORTHAND DICTIONARY AND PHRASE BOOK, Sir Isaac Pitman & Sons Ltd., Toronto.

PROGRESSIVE SKILL DEVELOPMENT, Sir Isaac Pitman & Sons Ltd., Toronto.

### **Optional Material (Pitman)**

PITMAN SHORTHAND WORKBOOK, Sir Isaac Pitman & Sons Ltd., Toronto.

PITMAN MONOGRAPHS AND TESTS, Sir Isaac Pitman & Sons Ltd., Toronto.

Walsh, READING AND DICTATION STUDIES, Sir Isaac Pitman & Sons Ltd., Toronto.

SHORT STORIES, VOLUMES 1 and 2, Sir Isaac Pitman & Sons Ltd., Toronto.

## **SHORTHAND 10 (Gregg)**

### **Scope**

Coverage of prescribed texts.

### **Texts**

GREGG SHORTHAND MANUAL SIMPLIFIED, First Term, Second Edition, McGraw Hill Co., Toronto.

or

GREGG SHORTHAND MANUAL SIMPLIFIED (FUNCTIONAL METHOD), Second Edition, McGraw Hill Co., Toronto.

### **Optional Material (Gregg)**

WORKBOOK FOR GREGG SHORTHAND MANUAL (Including Functional Method), Second Edition McGraw Hill Co., Toronto.

MOST-USED SHORTHAND WORDS AND PHRASES (Simplified Edition, McGraw Hill Co., Toronto.

GRADED TRANSCRIBING TESTS IN GREGG SHORTHAND SIMPLIFIED, Second Edition, McGraw Hill Co., Toronto.

GREGG SHORTHAND DICTIONARY SIMPLIFIED (Canadian Pocket Edition), McGraw Hill Co., Toronto.

## **SHORTHAND 20**

(5 credits)

**Prerequisites:** "B" or better standing in Shorthand 10 and Typing 10.

### **Introduction**

Students should be required to take Typewriting 20 with Shorthand 20. Unless the student has the skill required for Typewriting 20 the problem of transcription will be exceedingly difficult. It is desirable to schedule the typewriting period immediately following the shorthand period to promote effective development of the transcription skills.

The student should expand his shorthand vocabulary by means of supplementary reading and through the use of the shorthand dictionary.

### **Objectives**

1. The Shorthand 20 course should enable the student to develop his reading and writing of shorthand as well as his transcribing skills. Hence, the greater part of each teaching period should be devoted to the development of these skills.
2. Dictation at a minimum of 70 wpm on unpracticed material and transcribed at 15 wpm.
3. Shorthand 20 may be enriched for a superior or a more mature group to reach a degree of vocational competence.

## **SHORTHAND 20 (Pitman)**

### **Scope**

Coverage of prescribed texts plus as much additional reading material as possible.

### **Texts**

PITMAN SHORTHAND DICTATION AND TRANSCRIPTION, Sir Isaac Pitman & Sons Ltd., Toronto.

SHORTHAND SPEED DRILLS, Sir Isaac Pitman & Sons Ltd., Toronto.  
GRADED OFFICE STYLE DICTATION, Sir Isaac Pitman & Sons  
Ltd., Toronto.

THE PITMAN JOURNAL, Sir Isaac Pitman & Sons Ltd., Toronto.  
TAPES AND DICTATION DISCS, Sir Isaac Pitman & Sons Ltd.,  
Toronto.

Alston, SUCCESSFUL DEVICES IN TEACHING SHORTHAND, J.  
Weston Walch, Box 1075, Portland, Maine.

### SHORTHAND 20 (Gregg)

#### Scope

Coverage of prescribed texts plus as much additional reading material  
as possible.

#### Text

GREGG DICTATION SIMPLIFIED, Second Term, Second Edition,  
McGraw Hill Co., Toronto.

#### Optional Material (Gregg)

Zoubeck, PROGRESSIVE DICTATION WITH PREVIEWS, McGraw  
Hill Co., Toronto.

GREGG SHORTHAND DICTIONARY SIMPLIFIED, McGraw Hill  
Co., Toronto.

TAPES AND DICTATION DISCS, McGraw Hill Co., Toronto.

Alston, SUCCESSFUL DEVICES IN TEACHING SHORTHAND, J.  
Weston Walch, Box 1075, Portland, Maine.

STUDENTS TRANSCRIPT OF GREGG DICTATION SIMPLIFIED,  
Second Edition, McGraw Hill Co., Toronto.

TRANSCRIPTION WORKBOOK FOR GREGG DICTATION SIMPLI-  
FIED, Second Edition, McGraw Hill Co., Toronto.

### SECRETARIAL TRAINING 30

(5 credits)

**Prerequisites:** "B" or better standing in Shorthand 20 and in Typewriting  
20.

#### Objectives

1. To meet standards of business entrance. (Check with local stan-  
dards.)
2. Dictation at a minimum of 90 wpm on unpracticed material and  
transcribed at 25 wpm, mailable copy with carbon copy and  
envelopes.

#### Scope

1 and 2; 3 may be used as a supplement.

1. Aitchison, PITMAN ADVANCED DICTATION COURSE, Sir Isaac  
Pitman & Sons Ltd., Toronto.
2. Zoubeck, GREGG ADVANCED DICTATION SIMPLIFIED, McGraw  
Hill Co., Toronto.
3. STEPS TO SUCCESS IN SHORTHAND BOOK 2, Sir Isaac Pitman  
and Sons Ltd., Toronto.

## **TYPEWRITING 10**

(3 or 5 credits)

**Prerequisite:** None.

### **Texts**

Rowe et al, GREGG TYPING Complete Course, Second Edition,  
McGraw Hill Co., Toronto 4.

Lessenberry et al, 20th CENTURY TYPEWRITING COURSE, Seventh  
Edition, T50, W. J. Gage Ltd., Scarborough, Ontario.

### **Scope**

Typing 10 (3 credits) Lessons 1 - 50 For either text

Typing 10 (5 credits) Lessons 1 - 75 For either text

### **Evaluation for Typing 10**

Techniques	20%
Speed and Accuracy	50%
Problem and Production Work	20%
Work Attitudes	10%

(from straight copy)

## **TYPEWRITING 20**

(5 credits)

**Prerequisites:** "B" or better standing in Typing 10

### **Texts**

Rowe et al, GREGG TYPING, Complete Course, Second Edition,  
McGraw Hill Co., Toronto 4.

Lessenberry et al, 20th CENTURY TYPEWRITING COURSE, Seventh  
Edition, T50, W. J. Gage Ltd., Scarborough, Ontario.

### **Scope**

Lessons 76 - 175 in either text.

### **Evaluation for Typing 20**

Techniques	10%
Speed and Accuracy	50%
Problem and Production Work	30%
Work Attitudes	10%

(from straight copy)

## **TYPEWRITING 30**

(5 credits)

**Prerequisites:** "B" or better in Typing 20.

### **Introduction**

Since this is a terminal course and the students are approaching  
vocational competence, the stress should be on mailable copy.

### **Texts**

Rowe et al, GREGG TYPING, Complete Course, Second Edition,  
McGraw Hill Co., Toronto 4.

Lessenberry et al, 20th CENTURY TYPEWRITING COURSE, Seventh  
Edition, T50 W. J. Gage Ltd., Scarborough, Ontario.

### **Scope**

Lessons 176 - 300 in either text plus supplementary materials.

### **Evaluation for Typewriting 30**

Speed and Accuracy	30%
Problem and Production Work	60%
Work Attitudes	10%

(from straight copy)

# **FOREIGN LANGUAGES**

## **FRENCH 10**

The authorized texts for the course are:

1. *Le Francais Vivant* by Stock et al
2. *New Junior French* by O'Brien et al.
3. *Premieres Annees De Francais* by Kieser

Though the textbooks constitute a multiple authorization a student is expected to buy only one of these books. The choice lies with each school board and its educational advisors.

### **Course Content**

In order that the level of grammatical knowledge at the end of French 10 be uniform, it is suggested that the indicated grammatical points supplement the prescribed chapters of each text.

#### **1. Le Francais Vivant**

- (a) Introductory lessons
- (b) Lessons 1-20
- (c) Supplementary grammatical point:  
Imperative, Page 200

#### **2. New Junior French**

- (a) Lessons 1-20
- (b) Supplementary grammatical points:
  1. Numerals, 70-100, Page 432
  2. Position of Adverbs, Page 344
  3. Expression of Quantity, Pages 299 and 300

#### **3. Premieres Annees de Francais**

- (a) A Conversational Introduction to French, Pages XVIII - LXI
- (b) Chapters 1-24
- (c) Supplementary grammatical point:  
Position of Adverbs, Page 205

## **UKRAINIAN 20, 30**

### **Text**

**CONVERSATIONAL UKRAINIAN** - Yar Slavutych

### **Objectives of the Two-Year Program**

The objectives of the two-year program are to help the student acquire:

1. Ability to carry on a simple every-day conversation in Ukrainian;
2. Ability to read and comprehend literature written in a simple style;
3. A good knowledge of the basic grammar of the language;
4. An acquaintance with the geography, history, and culture of Ukraine;
5. A desire to continue the study of Ukrainian and/or other Slavonic languages.

### **Course Requirements in Ukrainian 20**

1. The alphabet
2. The introduction to grammatical structure
3. Lessons 1-35 as contained in **CONVERSATIONAL UKRAINIAN** by Yar.
4. Appendix pp. 337-347, including declension patterns of nouns, adjectives, pronouns, and numerals.

## **Course Requirements in Ukrainian 30**

### **Text**

CONVERSATION UKRAINIAN - Yar Slavutych

1. Lesson 31-75. It is suggested and recommended that these lessons be treated as follows:
  - (a) Lessons 31-75 - rapid review and study of the declension of nouns in the plural.
  - (b) Lessons 51-70 - intensive study.
  - (c) Lessons 71-75 - for reference purposes only.
3. The text is available in two volumes:  
VOLUME I containing Lessons 1-50.  
VOLUME II containing Lessons 51-75.  
REVISED COMPLETE COURSE containing Lessons 51-75.

## **HEALTH AND PERSONAL DEVELOPMENT 10**

### **Primary References**

1. HEALTH FOR CANADIANS: Chittick
2. PERSONAL PROBLEMS: Geisel

### **Teachers' References**

It is felt that a teacher offering the course at any or all grade levels should have access to the following references:

- a. PSYCHOLOGY FOR LIVING - Sorenson and Malm  
(If a copy of Averill's INTRODUCTORY PSYCHOLOGY is available it will be useful as an alternative.)
- b. HEALTH OBSERVATION OF SCHOOL CHILDREN - Wheatley and Hallock

Teachers will find one or more of the following references useful for background material in those sections of the course in Grades IX and X dealing with alcohol:

- a. MANUAL OF REFERENCE FOR ALCOHOL EDUCATION, Department of Education, Manitoba.
- b. MANUAL OF REFERENCE FOR ALCOHOL EDUCATION, Department of Education, B.C.
- c. ALCOHOL EDUCATION, A GUIDE BOOK FOR TEACHERS, Hirsch.
- d. TEEN-AGERS AND ALCOHOL, McCarthy

### **Grade Ten**

**UNIT 1 Success In High School**  
SECTION I Orientation  
SECTION II Learning

**UNIT 2 Our Physical Growth Into Adulthood**  
SECTION I The Nature of the Body  
SECTION II Functions of the Body

**UNIT 3 Canada's Progress In Public Health**  
SECTION I Why Public Health Services?  
SECTION II Improvement of World Health  
SECTION III The General Health Picture in Canada  
SECTION IV Canada's National Health Program  
SECTION V Growing Recognition of the Alcohol Problem

**UNIT 4** Public Health In Alberta

SECTION I Importance of Health Statistics

SECTION II Public Health Measures in Alberta

**UNIT 5** Personality

SECTION I The Meaning of Personality

SECTION II Character

SECTION III Personality Under Stress

**UNIT 6** Group Life

SECTION I The Group's Responsibilities to the Individual

SECTION II The Family Group

SECTION III The Group and Leisure Time

**UNIT 7** Man's Marvellous Control System

SECTION I The Nervous System and Its Work

SECTION II Disorder in the Nervous System

**UNIT 8** Preventing Accidents and Meeting Emergencies

SECTION I Protection in Public Transportation

SECTION II Safety in Recreation

SECTION III Safety in Industry

SECTION IV Alcohol and Safety

**UNIT 9** Selecting a Vocation

SECTION I The Importance of Career Planning

SECTION II The Importance of Interests and Aptitudes  
in Choosing a Vocation

SECTION III Personality and Its Relationship to Vocational Choice

SECTION IV Job Families and Job Opportunities

SECTION V Making the Most of Opportunities to Secure Employment

SECTION VI Effective procedures in Applying for a Job

SECTION VII Making Good on the Job

## **MUSIC**

### **MUSIC 10, 20, 30**

**Primary References:**

LISTENING TO MUSIC, Fiske  
MUSIC MAKERS, Pitts et al

**Objectives**

1. To provide opportunities for students with little previous training in music to increase skill as performers and to increase sensitivity as listeners.
2. To encourage in such students a desire to continue their musical experiences after graduation.
3. To reveal the social significance of music by indicating how it often reflects the time and place of its composition.
4. To encourage students with talent and ability to continue in choral, orchestral and band courses.

## **Objectives for Instrumental Program**

### **Performance**

Through study and participation the student should develop:

1. A keen interest in playing an instrument.
2. Technical ability on the instrument so that he may later be able to attempt and appreciate more advanced music.
3. A knowledge of his instrument's mechanism and its care, and a general knowledge of all instruments employed in the band and orchestra.
4. A beautiful tone.
5. Skill in sight reading.
6. Good ensemble playing with respect to balance, tone, dynamics, intonation and interpretation.
7. A desire to continue performance in after school life.

## **Objectives for Choral Program**

### **Performance**

1. To develop control of the singing voice of each student within his natural range.
2. To develop each student's ability to sing in harmony.
3. To widen each student's experience with a variety of choral literature.

### **Music Literature**

1. To train each student to become an appreciative listener to music.

### **Theory**

1. To develop familiarity with Time, that is, with all forms of duple and triple measurement of accent in music.
2. To develop familiarity with the elements of harmony (intervals and triads) at the piano, from the staff, and "by ear".
3. To develop familiarity with melodic patterns (phrases, sentences) and with simple binary and ternary forms.
4. To develop ability to read simple melodies at sight.

## **Course Content**

### **MUSIC 10**

#### **1. Choral, Instrumental or Band**

Performance  
Literature  
Theory

### **MUSIC 20**

#### **Primary References:**

MUSIC MAKERS, Pitts et al.  
LISTENING TO MUSIC, Fiske

#### **1. Choral, Instrumental or Band**

Performance  
Literature  
Theory

### **MUSIC 30**

#### **Primary References: As for Music 20**

#### **1. Choral, Instrumental or Band**

Performance  
Literature  
Theory

# **ART**

## **ART 10, 20, 30**

### **ART 10**

#### **SECTION A**

##### **1. Art Structure (Design)**

Line  
Shape  
Space  
Color  
Value or Tone  
Texture

##### **Principles of Design**

Unity  
Rhythm  
Contrast  
Gradation  
Harmony  
Variety  
Dominance  
Proportion  
Balance

##### **2. Color**

Charts and Color Schemes  
Color Circle  
Intensity and Value

##### **3. Picture Making and Illustration**

Composition

##### **4. Outdoor Sketching**

##### **5. Still Life**

##### **6. Figure Drawing and Portraiture**

Life Drawing

##### **7. Art Appreciation**

Painting  
Architecture  
Sculpture  
Industrial Design

##### **8. School Art**

##### **9. Contemporary Art**

Abstract and Non-Objective Design  
Posters  
Photography  
Modern Architecture and Industrial Arts

##### **9. Lettering**

Forms  
Spacing

**10. Layout and Poster Making**

Elements in a Poster  
Layout  
Lettering

**11. Sculpture or Three-Dimensional Form**

Modelling  
Carving  
Mixtures  
Constructionism

**SECTION B**

**1. Interior Decoration**

**2. Costume Design**

**3. Textile Design**

**4. Art and Dramatics**

**5. Art and Music**

Illustration  
For Design  
For Mood

**6. Silk Screen Prints**

**7. Making a Mural**

**8. Photography**

**9. Commercial Art**

Fashion Drawing  
Illustration  
Cartooning  
Showcards and Posters  
Advertising and Layout—For Advanced Students

**10. Linoleum Block Printing**

**11. Perspective**

Types  
Freehand Perspective  
Parallel or One Point  
Angular or Two Point  
Circular

**Art 20 and 30**

It is expected that the above material be used for Art 20 and Art 30 as well as Art 10. It is suggested that each teacher make outlines similar to that for Art 10 expanding and developing the topics suggested.

# **DRAMATICS**

## **DRAMATICS 10, 20, 30**

### **The Nature of the Dramatics Courses**

The series of Dramatics Courses in the Alberta Schools is concerned with the techniques and processes necessary to bring a play to the stage. This involves a wide range of techniques and skills. These are courses **not** in dramatic literature, but in the activities involved in production: acting, make-up, costuming, stagecraft and lighting. The teaching of dramatics involves considerable technical knowledge and skills on the part of the teacher, and some equipment.

### **SPECIFIC OBJECTIVES**

1. To develop an appreciation of the theatre through an understanding of the techniques and mechanics of play-productions: directing, acting, scene design, construction, stage lighting, costume design and execution, and make-up.
2. To broaden cultural interests through the study of plays and the study of the history and development of the theatre.
3. To encourage and develop activities and interests that will provide means for using leisure time pleasantly and profitably.
4. To give practical experience in rehearsal and production so as to develop qualities of co-operation, responsibility, initiative and a loyalty to a common cause.
5. To prepare a sound foundation for those pupils who plan to major in university drama, enter a professional school of the theatre, or to participate in community dramatics organizations.
6. To discover and develop talent in the arts of the theatre that may be a basis for future vocation or professional life.
7. To stimulate an interest in dramatics and the allied art forms of painting, architecture, music, dance, motion picture, radio and television.
8. To build imagination and broaden sympathies through the visualizing and analyzing of character and through the projection of the student's interpretation by means of voice and pantomime.
9. To develop an adequate and pleasant speaking voice and good diction according to regional standards.
10. To develop physical poise, improvement of posture, freedom and grace of movement.

N.B.: These are not textbook courses. They are courses in the theory and practice of stage techniques, as well as in the acquiring of a critical interest in and understanding of dramatics. In the following course outlines are indicated the techniques and areas of study considered basic within the limits of each course.

### **OUTLINE FOR COURSE IN DRAMATICS 10**

#### **Introduction**

The Dramatics 10 Course must serve two functions: it should provide a foundation for the two senior courses in dramatics, but it must also be a terminal course in itself since many students will not continue with the advanced courses. Many schools that offer Dramatics 10 will not be offering Dramatics 20 and 30. It would be advisable in such schools to include a brief history of the theatre in the Dramatics 10 course.

Probably four to six lessons would be sufficient. (THE STAGE AND SCHOOL by Ommanney provides necessary material if other references are not available.)

The textbook for this course is ON STAGE, EVERYONE by Barnes and Sutcliffe.

#### **Course Content:**

- 1. ACTING**
  - A. Characterization—Mental**
  - B. Characterization—Physical**
- 2. DESIGN**
- 3. COSTUMING**
- 4. STAGECRAFT**
- 5. LIGHTING**
- 6. INTEREST AND APPLICATION**
- 7. EVALUATION**

### **OUTLINE FOR COURSE IN DRAMATICS 20**

Dramatics 20 is a course for those students who have shown particular interest in or aptitude for dramatics. This course should make greater demands upon the student than did Dramatics 10. It is hoped that the students in this class (possibly in conjunction with the students of Dramatics 20) will participate in the production of a full-length play for public performance. Each student should have experience in production since production is the goal of dramatics study. Participation, however, need not be in an acting capacity. Wherever possible production and stagecraft tasks should be performed by the students.

#### **Text**

Barnes and Sutcliffe, ON STAGE EVERYONE Brett-MacMillan Publishing Company.

#### **Course Content:**

- 1. ACTING**
  - A. Characterization**
  - B. Techniques**
- 2. PRODUCTION AND STAGECRAFT**
  - A. The three-act play in relation to form, type and structure (plot, climax, theme, characterization)**
  - B. The demands of the three-act play on the various personnel involved.**
  - C. The choosing of a three-act play for school production.**
  - D. The analysis of the script for production and the making of the prompt script.**
  - E. Stagecraft (Refer to PLAY PRODUCTION, Nelms)**

### **3. HISTORY**

- A. Greek and Roman**
- B. Medieval**
- C. English Renaissance**
- D. Restoration**
- E. The Nineteenth Century**

## **OUTLINE FOR THE COURSE IN DRAMATICS 30**

**Text:** Nelms: Play Production.

Dramatics 30 is concerned primarily with giving individual help in any chosen field of theatre activity. Each student should be taken as far as possible within the limitations of time and his talents. The work of the course should be culminated in the public performance of a full length play (probably in conjunction with the Dramatics 20 students).

### **1. ACTING**

### **2. DESIGN**

### **3. PRODUCTION**

### **4. HISTORY**

- A. Ibsen—Realism and Fantasy**
- B. Shavian Realism**
- C. The Irish Movement**
- D. The English Poetic Movement**
- E. American Naturalism**
- F. American Impressionism**
- G. American Symbolism and Expression**

# **GEOGRAPHY 20**

## **Preamble**

Geography 20 is an elective for students of Grades XI and XII. The complete course consisting of Physical and Human Geography may be taken for five credits; Human Geography alone, comprising Units III, IV, and V, may be taken for three credits.

The purpose of the course is to strengthen the teaching of the physical and social sciences in the senior high school.

## **Primary References**

- Primary reference for Physical Geography, Units I and II:  
**WORLD GEOGRAPHY—PHYSICAL** by G. H. Dury (1958), published by Thomas Nelson and Sons, Ltd.  
Primary reference for Human Geography, Unit III, IV, and V:  
**GENERAL GEOGRAPHY** (Alberta Edition) by J. Wreford Watson (1961) published by Copp Clark Publishing Co., Ltd.

## **Secondary References**

- ELEMENTS OF GEOGRAPHY** by Smythe and Brown, (1959), published by the Macmillan Company of Canada, Limited (useful for all units).  
**EARTH SCIENCE**, Bk. 1 and 2, by Namowitz, Stone, and Bird, published by D. Van Nostrand Company (Canada) Ltd., (Units I and II).  
**A GUIDE TO GEOLOGY** by David M. Baird, published by the Queens Printer, Ottawa, (useful for Units I and II).  
**CANADIAN OXFORD SCHOOL ATLAS**, Oxford University Press, Toronto.  
**WORLD GEOGRAPHY HUMAN**: Suggate, Thos. Nelson and Sons Ltd., 91 Wellington Street West, Toronto 1, (Units III, IV and V).  
**GEOGRAPHY OF COMMODITY PRODUCTION**: Highsmith and Jensen, J. B. Lippincott Co., distributed in Canada by Longmans, Green and Company Ltd., 20 Cranfield Road, Toronto 16.

## **Teacher's Reference for Human Geography**

- THE WORLD'S NATION**: Deasy, Griess, Miller, Case, Lippincott, distributed by Longmans, Green.

## **General Objectives of the Course**

1. To teach in a systematic way the basic facts concerning the physical elements that affect the lives of humans;
2. To show the chief ways in which man uses his physical environment;
3. To present the distribution of population over the earth, and to discuss the cultural and economic factors affecting such distribution;
4. To explain the variety that exists in the physical and human environment; and
5. To give students a reasonable basis for interpreting and evaluating the changes which they observe taking place.

## **Course Content:**

### **PHYSICAL GEOGRAPHY**

#### **Unit 1—WEATHER AND CLIMATE** (Suggested Time: eight weeks)

- (a) The Earth as a Planet
- (b) The Elements of Climate
- (c) Air Temperatures
- (d) Air Pressures
- (e) Humidity and Precipitation
- (f) Types of Climates: Their Causes; Effects
- (g) The Effect of Climate Upon Man

#### **Unit 2—THE EARTH'S SURFACE** (Suggested Time: eight weeks)

- (a) The Structure of the Earth
- (b) Fold Mountains: Their Origin and Destruction
- (c) Massifs and Plateaux
- (d) Alluvial Plains
- (e) The Work of the Sea
- (f) Glaciation
- (g) Erosion and Deposition by Wind
- (h) The Importance of Erosion to Man

### **HUMAN GEOGRAPHY**

#### **Introduction**

In Human Geography it is our aim to examine those facets of geography which relate directly to man and his numerous activities. This process involves the observation of two things: the effects of these facets of geography upon man, and the results of man's activities upon his surroundings. These results and activities are so numerous that it is essential to limit our examination. Consequently, our study will consist of a consideration of the following aspects of Human Geography: cultural, economical and social and political.

#### **Unit 3—MAN'S REACTION TO CLIMATE:** The Cultural Aspect

- (a) The General Effect of Climate Upon Population
- (b) Natural, Human, and Geographic Regions
- (c) World Population
- (d) Man in Humid Tropical Lands
- (e) Man in Temperate Humid Lands
- (f) Man in Dry Lands and in Cold Lands—The Zones of Privation

#### **Unit 5—MAN AND THE PRODUCTION OF COMMODITIES:**

##### The Economic Aspect

- (a) Primary Production
- (b) Secondary Production or Manufacturing
- (c) Transportation
- (d) Communication

#### **Unit 5—SETTLEMENT OF MAN:** The Social and Political Aspect

- (a) Rural Settlement
- (b) Urban Settlement

## **ECONOMICS 30**

### **Authorized Text:**

Dodd: APPLIED ECONOMICS or Trimble: UNDERSTANDING THE CANADIAN ECONOMY

### **Content of Course as per Text UNDERSTANDING THE CANADIAN ECONOMY**

1. Forms of Economic Organization
2. The Business Unit
3. Equilibrium of the Individual Firm
4. Supply and Demand
5. Money and Banking
6. International Trade
7. National Accounts and the Business Cycle
8. Income Distribution
9. Personal Finance
10. Public Finance
11. Social Services

### **Content of Course as per Text APPLIED ECONOMICS.**

- Unit 1—Nature of Economics
- Unit 2—Wealth and its Production
- Unit 3—The Marketing of Goods
- Unit 5—Money and Credit
- Unit 6—Distributing Income
- Unit 7—Economic Welfare
- Unit 8—Government

## **SOCIOLOGY 20**

### **Recommended Reference Book for Students**

**Social Living:** Landis and Landis.

### **Course Content:**

#### **Our Changing Society**

Origin and Results of Social Change. An Industrial Society. The effect of the modern scientific development of the war years on society. Adjustment to social change.

#### **The Modern Nation**

The Racial Myth. The factors of nationalism and the need for a broad, tolerant outlook. Internationalism and the social aspects of the United Nations.

#### **The Democratic State**

What it means. The relation of state to individual in a democracy. The preservation of the democratic state.

## **Crime and Punishment**

Early treatment of crime. The prevention of crime and the reform of criminals a social responsibility. The social conditions encouraging crime. Juvenile delinquency; Juvenile courts. The prison system. Post-war problems in Canada.

## **Social Organizations and Social Classes**

Occupational, philanthropic, religious and cultural organizations; their functions and importance. The bases of social classes and class distinction.

## **Poverty**

Causes and Type. The treatment of poverty as a special responsibility. How poverty can be reduced. Social legislation for the relief of poverty.

## **Social Thinking**

Public opinion and how it is molded. Sources of information. How new ideas are accepted or rejected by the public.

## **The Mob Mind**

Characteristics. Modern examples of mob action. A challenge to education.

## **Propaganda**

Centers of propaganda. Means of propaganda. How propaganda works. War-time propaganda. How education combats propaganda.

## **Statistics**

Their use and misuse. Collecting statistics. The language of statistics.

## **Barbaric Survivals**

Magic, superstition, palmistry, cup-reading, astrology. Scientific thinking the opponent of superstition.

## **Social Progress**

The happy family life as an ideal.

Protecting and improving public health.

Social security measures.

Wholesome recreation and wise use of leisure.

Christian ideals and social progress.

Education, a way of social progress.

Youth and leadership in social progress.

# **PSYCHOLOGY 20**

(Based on PSYCHOLOGY FOR LIVING by Sorenson and Malm)

The objective of this course is not primarily the mastery of a given body of subject matter. Rather, its purpose is to bring to the student's attention a scientific approach to the study of human behavior so that he may appreciate more fully the reasons that underlie his own acts and those of his fellows.

## **Compulsory Units**

Unit 1—Personality

Unit 2—Mental and Emotional Health

## **Optional Units (Three out of five to be chosen)**

Unit 3—Physical Growth and Behavior

Unit 4—Effective Learning

Unit 5—Intelligence and Thinking

Unit 6—Courtship and Marriage

Unit 7—Planning a Career

## **Text**

Sorenson and Malm: PSYCHOLOGY FOR LIVING

## **Content**

### **INTRODUCTION TO THE COURSE**

- (a) A definition of Psychology
- (b) A Brief History of Psychology
- (c) The Methods of Psychology
- (d) Other Fields of Study in Which There Is a Similarity Either of Name or of Subject Matter

## **COMPULSORY UNITS**

### **Unit 1—PERSONALITY**

#### **Objective**

The objective of this unit is to develop in the student an understanding of the concept of personality.

#### **Content**

- (a) Sources and growth of Personality
- (b) Getting Along with Other People
- (c) Habits
- (d) Needs

### **Unit 2—MENTAL AND EMOTIONAL HEALTH**

#### **Objective**

The objective of this unit is to develop in the student an understanding of the implications of mental and emotional health on human behavior.

## **Content**

- (a) Emotion
- (b) Methods of Defence and Escape
- (c) Feelings, Concepts, and Attitudes
- (d) Anger and Fear

## **OPTIONAL UNITS**

### **Unit 3—PHYSICAL GROWTH AND BEHAVIOR**

#### **Objectives**

The objective of this unit is to develop an understanding of the physical bases of behavior.

- (a) Structures for Objective Awareness and Response
- (b) Physical Growth
- (c) The Effect of Physical Development on Personality

### **Unit 5—EFFECTIVE LEARNING (Chapters 15 - 18, Sorenson and Malm)**

#### **Objective**

The objective of this unit is to develop an understanding of the learning process and the psychological principles underlying effective study habits.

- (a) Success in School and as an Adult
- (b) How to Study
- (c) How we Learn
- (d) Memory

### **Unit 5—INTELLIGENCE AND THINKING (Chapter 19 - 21)**

#### **Objective**

The objective of this unit is to develop in the student an understanding of the nature of intelligence and its relationship to thinking.

- (a) Definitions of Intelligence
- (b) The Distribution of Human Intelligence
- (c) Intelligence and Levels of Thought
- (d) Cultivation of Clear Thinking

### **Unit 6—COURTSHIP AND MARRIAGE**

#### **Objective**

The objective of this unit is to develop an understanding of the behavior factors which lead to wholesome and intelligent relations between the sexes.

**Note:** This unit should be offered only in schools where the administration has expressly authorized it.

- (a) Getting Along With Members of the Other Sex
- (b) What Makes One Attractive to the Opposite Sex
- (c) The Importance of a Wise Marital Choice
- (d) Making a Successful Marriage

## Unit 7—PLANNING A CAREER

### Objective

The objective of this unit is to develop in the student an understanding of the psychological approach to career selection.

- (a) Knowledge of Oneself
- (b) Knowing the Work
- (c) Putting (A) and (B) Together
- (d) Getting Along on the Job
- (e) Other Factors

## PSYCHOLOGY 20

(Based on Introductory Psychology by Averill)

### Reference Books

#### FOR THE STUDENT:

Averill: **Introductory Psychology**

#### FOR THE TEACHER:

Collins and Drever: **Psychology and Practical Life**

Strecker and Appel: **Discovering Ourselves**

Bowers: **Thinking for Yourself**

### Content:

1. Human Wants and How They are Satisfied
2. Our Habits
3. The Scientific Basis of Psychology
4. How to Study
5. Mental Attitudes
6. Paying Attention
7. How to Remember
8. Some Rules of Learning

# **HOME ECONOMICS**

## **HOME ECONOMICS 10—General Course for Girls**

**Value:** 5 (4) credits; 3 (2) or 4 (1) periods.

### **Objectives:**

1. To build a foundation of knowledge which will enable inexperienced students to proceed to specialized home economics courses in the following year and thus place them on a level with students who have studied home economics in the junior high school.
2. To enable a student with some experience in junior high school to develop more skill and wider interest in and understanding of the main phases of home economics.

### **Unit One—Developing Personal Appearance**

- A. Analysis of the individual.
  1. personality, figure, and color types.
  2. effect of line.
- B. Wardrobe planning to meet the year's needs.
- C. Improving personal appearance through the study of:
  1. Canada's Food Rules.
  2. Study of the individual nutrients.
  3. Beauty from within—how diet affects appearance.
  4. Good grooming.

### **Unit Two—Selection and Construction of a Garment**

#### **Choice of Project:**

Optional but of firm material and involve putting on a collar and setting in sleeves.

1. tailored blouse, pyjamas.
  2. a skirt, summer dress (if time permits)
- A. Use and care of sewing machine.
  - B. Preparation of material.
  - C. Use of commercial pattern.
  - D. Construction of garment

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### **Unit Three—Home Management**

(May be taken throughout the year rather than as a block.)

- A. Equipment:
  1. Arrangement.
  2. Storage
  3. Efficient equipment.
  4. Use of equipment in relation to minimum expenditure of time, energy, and money.
- B. Methods for cleaning home economics room and equipment.

## **Unit Four—Laundry**

(May be taken throughout the year rather than as a block.)

- A. Removal of stains:
  - 1. Classification:
    - (a) solvents
    - (b) bleaches
    - (c) absorbents
  - 2. Common stains as required for personal and household laundry.
- B. Washing and ironing equipment.
- C. Washing supplies.
- D. Method of washing household articles.
- E. Personal laundry and study of precautions required for various fibers.
- F. Additional projects if time permits:
  - 1. Commercial laundry service.
  - 2. Care of man's shirt.
  - 3. Repairs.

## **Unit Five—Family Meals**

- A. Study individual items of menus as basis for meal work—
  - (a) recipe reading
  - (b) basic terms
  - (c) standard methods
  - (d) method and appreciation of careful measuring and importance of sanitary practices in kitchen and home.
- B. Practical application by students—
  - (a) Carbohydrates—fruit and vegetable cookery, fresh and dried; muffins, biscuit, and cake method; thickening agents; simple desserts.
  - (b) Fats—methods of frying, braising, boiling and salad dressing.
  - (c) Proteins—meat cookery, milk, egg, cheese dishes.
  - (d) Planning and preparation and service of a family meal.

### **Culmination:**

1. menu planning
2. work and time schedule
3. market lists
4. simple table setting and arrangement
5. simple table service and etiquette

**Additional or optional** units for more experienced students.

### **Unit A—The High School Girl Entertains**

1. Ways of offering hospitality
  - (a) "after the game" refreshment
  - (b) quick snacks
  - (c) planned parties
2. Menus suitable for different occasions.
3. The use of a "theme" for decoration.

4. Etiquette for the hostess and for the guest.
5. Review standard cake method with fat—discuss variations.
6. Plan a variety of parties in detail and choose two for actual practice with guests.

#### Unit B—Construction of Children's Clothing. Consider:

1. Durability of seams.
2. Depth of hem.
3. Ease in use of fasteners.
4. Decorative touches for beauty.
5. Launderability
6. Project (if interested)—the making of a garment.

#### Unit C—Craft Project

Discuss principles of art and color in relation to daily living and in preparation for planning and making a craft which expresses individuality:

- (a) balance
- (b) proportion
- (c) rhythm
- (d) dominance
- (e) emphasis and accent
- (f) contrast

#### Unit D—School Improvement Project:

1. Analyze the room and consider area that needs improvement.
2. Consider requirements and choose ones possible to achieve in available time.
3. Possible Projects: Draperies, chair and couch covers, stools, painting and refinishing a piece of furniture, decorative objects.

Skills: How to dye fabric, special finishes for wool, string rugs, upholstering.

#### References:

- Homemaking for Teen Agers** by McDermott and Nicholas.  
**Experiences with Clothing** by Pollard.  
**Family Meals and Hospitality** by Lewis, Peckham, and Hovey.

### HOME ECONOMIC 20—General Course for Girls

**Value:** 5 (4) credits; 3 (2) or (1) periods.

**Prerequisite:** Home Economics 10.

A comprehensive course to integrate all areas of home economics. One-third of the time spent on food work, one-third on sewing, and one-third on a chosen unit or units.

#### Objective:

To provide experience which will develop attitudes, skills, and techniques essential for the maintenance and improvement of the home and enables the student to meet and solve problems of everyday living.

## **Unit One—The Family as a Consumer**

This should be taken at the beginning of the year and related to all other units during the year.

### **A. Intelligent Buying:**

1. Learning to evaluate advertising and salesmanship.
2. Installment buying.
3. Consideration for sales people.
4. Studying labels.
5. Buying of clothes.
6. Buying food—labels and grades.
7. Buying of furniture and household furnishings.
8. Buying household appliances.
9. Government services that benefit the consumer.

### **B. Money Management:**

1. Need for planned family spending.
2. A budget pattern.
3. Food and clothing budgets.

## **Unit Two—Family Life at Meal Time**

Relate discussion to practical projects.

1. Making meal time pleasant.
2. Making dining areas attractive
  - (a) dining room
  - (b) dinette
  - (c) kitchen nook, table, counter
  - (d) living room
  - (e) outdoors—porch, patio, garden
3. Care and arrangement of dining room furnishings.
4. Making the table attractive—consider table setting—flatware, glassware, dishes.
5. Social customs and courtesies.
6. Service at the table—detailed study of various methods.
7. Consider—buffet meals, lap trays, service of appetizers in dining room.
8. The unexpected guest—how to extend family meal.
9. Consider meals for different income levels.
10. Consider effect in menu planning when a family member is on a diet.

Practical work—"Entertaining at Dinner"—one group prepares and serves another group.

1. appetizers
2. meat
3. vegetables
4. fish
5. poultry
6. pastry

## **Unit Three—A More Advanced Problem in Sewing**

**Project:** A wool or rayon fabric to suit the needs and ability of the student.

**Discuss:**

1. Characteristics of wool and rayon.
2. Types of fabrics—student makes a comprehensive sample chart.
3. Manufacturing process.
4. Weave.
5. Finishes.
6. Care and Treatment.

**Review:**

Selection of pattern, measurements, alteration, preparation of material, cutting problems, preparation for fitting (have students work in pairs), construction process, and evaluation with score card.

## **Unit Four—Child Care**

1. Occasional care—babysitting.
2. General care of the infant—food, clothing, bathing, etc.
3. The pre-school child:
  - (a) food
  - (b) clothing
  - (c) how to teach the child proper English, to be cautious but not fearful, to be honest, to be obedient, toilet habits.
4. Entertaining children—toys, stories, parties.

## **Unit Five—Home Nursing**

1. Qualities of a good home nurse.
2. Co-operation required of the family.
3. Converting a room to be the sick room.
4. Care of the patient:
  - (a) equipment needed
  - (b) bathing patient
  - (c) routine nursing procedure
  - (d) recognition of the causes of common illnesses, minor accidents, and proper steps in emergencies.
5. Invalid cookery and how to serve.
6. Entertaining the invalid.
7. Housecleaning after communicable diseases.

## **Unit Six—A Home for Happy Living**

Introduce topics through discussion, pictures, field trips, guest speakers.

1. Relationship of room to family needs.
2. Use of color in the room:
  - (a) psychological effect
  - (b) combinations

- (c) background
- (d) accent
- 3. Choice of furnishings:
  - (a) selection
  - (b) arrangement
- 4. Your home away from home—bed sitting room, suite, etc.

### Unit Seven

#### Foods for Preservation—Canning and Jelly Making

- 1. Reasons for preservation.
- 2. Causes for food spoilage.
- 3. Methods of preservation.
- 4. Canning—types—advantages and disadvantages.
- 5. Equipment.
- 6. Jelly making—Essentials:
  - (a) pectin, acid, sugar
  - (b) tests for pectin
  - (c) method of extracting juice
  - (d) method of jelly making
  - (e) comparison with commercial product

### Unit Eight—Conservation of Clothes

- 1. Improving family relationship through thoughtful planning.
- 2. Distribution of clothing money among family members.
- 3. Good taste, judgment, grooming, and care help increase satisfaction and help to stretch clothing dollar.
- 4. Time, effort, cost, and skill involved in making over clothes.
- 5. Use of remnants in making over clothes.
- 6. Consider present fabrics and ways of changing clothes to make them more attractive and usable.

### References:

- Clothes You Buy and Make by Wingo.
- Experiences With Foods by Pollard.
- Nutrition for Today by Robertson.
- Your Life in the Family by Rhodes and Sample.

### FOODS AND NUTRITION 10

**Value:** 5 (4) credits; 5 (4) periods.

**Division of Time:** Practical—4 periods; Theory—1 period.

### Objectives:

The development of the ability to select and prepare an adequate family diet with due attention to nutrition, standard methods, cost, time available, correct service and necessary home management for smooth running of the kitchen, dining room, and laundry.

### Scope:

A. Nutritional needs of the family - - -

### Sequence

- 1. Canada's Food Rules.
- 2. Source and function of food nutrients.
- 3. Planning and analysis of balanced meals.
- 4. Criticism of popular meals from nutritional standpoint.
- 5. Correction of faulty nutrition applied to individual student.

B. Food preparation. (based on Canada's Official Food rules)	Food theory developed for each topic: (a) value in diet. (b) classification and characteristics. (c) standard method of preparation. (d) source of product. (e) where to use. (f) how to serve. (g) comparison with perfect product for evaluation.
	1. Milk (Protein)—cream soups, milk, desserts, etc. 2. Cereals (Carbohydrates)—vitamins and minerals. 3. Vegetables (Vitamins and Minerals). 4. Fruits—(a) fresh, (b) dried, (c) cooked, (d) frozen, (e) desserts. 5. Protein foods—meat (cooking cheaper cuts), egg, cheese. 6. Fat foods for energy. 7. Sugar.
C. Family meals—group work	1. Food costs—food budget —economical menus. 2. Time schedule and organization. 3. Simplifying family meals. 4. Table setting and service, etiquette. 5. Study type of china, silver, linen for different types of family meals. 6. Table center arrangements. 7. Organization in cleaning and washing up after meal.
D. Incidental entertaining for special occasions	Develop poise and ease through actual practice and practical application.
E. The family wash	1. Theory—water softeners, soaps, bluing, starch, bleach, etc. 2. Stain removal. 3. Organization of wash.
F. Housekeeping	1. Care of kitchen equipment and meats used in homes. 2. Labor saving equipment.

#### References:

Food for Better Living by McDermott, Trilling and Nicholas.  
 Family Meals and Hospitality by Lewis, Peckham and Hovey.

## FOODS AND NUTRITION 20

**Value:** 5 (4) credits; 5 (4) periods.

**Prerequisite:** Foods and Nutrition 10.

#### Objectives:

- To develop a desire to assume greater responsibility for the planning and serving of attractive meals in the home in varying circumstances and to plan and prepare nutritious box lunches.
- To develop skill in cookery.
- To develop the ability to entertain simply yet graciously.

<b>Scope</b>	<b>Sequence</b>
A. Practical work accompanied by theory and evaluation - - -	Preservation of foods—all types excluding freezing.
B. Food spoilage and preservation - - -	Review food theory. Digestion and absorption. Food sanitation.
C. Buying - - - -	Budgets, accounts.
D. Advanced cookery—include what has not been covered in Foods and Nutrition 10	1. Appetizers, stock soup, chowders. 2. Protein courses. 3. Vegetables and sauces. 4. Yeast bread and rolls. 5. Deep fat frying. 6. Salads, mayonnaise, french dressing. 7. Cakes—all types. 8. Desserts—gelatin, ice cream, sherbets, simple and elaborate desserts. 9. Food for hospitality.
E. Meal planning for dietary needs—plan, prepare, and serve meals for each type.	1. Average family at various income levels. 2. Children and old people. 3. Special occasions. 4. Cafeteria lunch or lunch box.
F. Housekeeping - - -	Required for keeping center in order.
G. Laundry - - - -	Stain removal.

#### **References:**

**Food and Family Living** by Gorrell, McKay and Zuill.  
**Foods, Their Selection and Preparation** by Stanley and Cline.

### **FOODS AND NUTRITION 30**

**Value:** 5 (4) credits; 5 (4) periods.

**Prerequisite:** Foods and Nutrition 10 and 20.

#### **Objective:**

To give a thorough working foundation as a basis for homemaking or for a career.

#### **Scope**

- A. Experimental cookery.
  - discuss value and purpose.
  - choose areas of study
    - group or individual
  - evaluate results for benefit of all - - -
- B. Demonstration - - -
- C. Individual work on menu planning and meal preparation - - -
- D. Large quantity cookery

#### **Sequence**

- List foods of particular interest to class, e.g., use of pressure cooker, use of commercial or home prepared mixes. Students choose ones for group or individual practice.
- Teacher demonstrates to establish principles. Students plan and demonstrate under teacher guidance.
- Each girl plans, prepares, and serves a meal herself.
- Study with reference to school and community functions.  
Practical application—school party refreshments, cafeteria, graduation.  
Field trip to hospital, hotel, etc.

- E. Food for sick and convalescent - - -
    - 1. Types of diets.
    - 2. The diet in minor illness, e.g., colds, constipation.
    - 3. Diets for more serious illness, e.g., acute indigestion, fever.
  - F. Deficiency diseases— causes, prevention, cure
    - 1. Eruptions of the skin.
    - 2. Scurvy.
    - 3. Rickets.
    - 4. Night-blindness.
    - 5. Beriberi.
    - 6. Pellagra.
  - G. Relation of faulty nutrition to early loss of youth and vigor. -
  - H. Party refreshments and special types of entertainment - - -
    - Practice foods which have not been studied.
  - I. National dishes and foreign cookery - - -
    - Demonstration and practical cookery.
  - J. Housekeeping for efficiency - - -
    - Kitchen planning. Choosing kitchen equipment.

### References:

1. A good standard cook book: **The Joy of Cooking**, **Good Housekeeping**, etc.
  2. **Recipes and Menus for Fifty** by Smith and Stoddard.
  3. **Nutrition for Health** by Kilander.

FABRICS AND DRESS 10

**Value:** 5 (4) credits; 5 (4) periods.

**Division of Time:** Practical—4 periods; Theory—1 period.

## **Objectives:**

1. To develop good judgment in selection of style and material.
  2. To realize selection and construction of garments expresses personality.
  3. To realize care of one's clothes is a responsibility.
  4. To learn to construct garments of varying difficulty.

## Scope

- |  |  |
|--|--|
| A. The Laboratory and Its<br>Equipment - - - - - | 1. Use and care of machine.<br>2. Selection and care of sewing equipment.  |
| B. The Girl and Her<br>Charm - - - - -           | Qualities making up charm:<br>(a) good health<br>(b) personal cleanliness<br>(c) personal appearance—clothes,<br>makeup<br>(d) pleasing personality. |

## **Unit One — Construction**

## Projects:

Nightgown, slip, pyjamas, housecoat, blouse (set-in sleeves and collar), dress, play clothes, and skirt.

N.B.: Limited to cotton, firm and easily handled synthetics, and wool for skirts.

Minimum—Three projects with quality rather than quantity being stressed.

1. Selection of pattern - Suitable for:
  - (a) figure
  - (b) age
  - (c) occasion
2. Selection of material Suitable for:
  - (a) pattern
  - (b) occasion
  - (c) the girlConsider durability and yardage.
3. Pattern - - - - Selection and special features.
4. Personal measurements How to take correctly.  
Marking measurement charts several times in the school term.
5. Preparation of material Consider various methods:
6. Placing of pattern- -
  - (a) layout
  - (b) cutting
  - (c) markings
7. Assembly and fitting Stress unit method.
8. Construction processes.
  - (a) seams
  - (b) buttonholes
  - (c) facings and binds
  - (d) plackets and zippers
  - (e) sleeves
  - (f) collars and cuffs
  - (g) finishes

## Unit Two

- |   |   |
|---|---|
| Textiles - - - - -  | 1. Weaves<br>2. Dyeing and printing<br>3. Finishes  |
| Cotton  | Students should be familiar with the common types of each fabric and weave and able to identify them. |
| Rayon   |   |
| Wool  |   |
| Linen - - - - -   |   |
| New Fibres: nylon, orlon,<br>vicara, dacron<br>(terylene) - - - - |   |
| Blends  |   |

### **Unit Three**

Care and repair of girl's own clothing	- - -	Darning -Patching Replacing zippers Straightening hems
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### **Unit Four**

Economics of clothing	-	-Consider: 1. Ready-made versus home-made 2. Ethics of shopping. 3. Sales and bargains. 4. The high school girl's wardrobe.
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#### **Reference:**

**Clothing for Moderns** by Erwin.  
**Fabrics** by Denny.

## **FABRICS AND DRESS 20**

**Value:** 5 (4) credits; 5 (4) periods.

**Division of Time:** Practical—4 periods; Theory—1 period.

#### **Objectives:**

1. To develop skill, accuracy, and speed in machine and hand sewing.
2. To acquire knowledge that will lead to successful making of silk and woollen garments.

#### **Projects:**

At least two—drafted skirt or skirt from remodelled pattern; wool dress, silk dress or of similar fabric; lounging pyjamas; a re-make project for a child; renovate a dress, blouse of silk or similar fabric.

### **Unit One — Construction**

<b>Scope</b>	<b>Sequence</b>
A. Study of drafted and commercial patterns -	1. Alterations 2. Draft foundation block for a skirt or remodel or change an old pattern for a skirt. 3. Foundation sleeve. 4. Collars 5. Type of pleats.
B. Finishing processes -	1. Seams—(a) wool, (b) silk 2. Hems—(a) wool, (b) silk or similar fabric. 3. Bound buttonhole.
C. Fitting garments - -	4. Pressing of wool.

## **Unit Two — Textiles**

- A. Silk - - - - - Source, development of moth, characteristics, terms, identification of common kinds, tests for silk, cleaning and care.
- B. Wool - - - - - Source, countries, types, terms, tests.  
Worsted  
Woollens. Comparison: Fiber, yarn, weave, finishing, appearance and touch, characteristics, advantages and disadvantages, uses, typical fabrics.
- Care of woollen garments
- C. Nylon and Orlon - - Source, characteristics, tests, care.

## **Unit Three — Economics of Clothing**

- A. Clothing Budget - - Consider clothing in relation to income.
- B. Consumer Buying - -  
1. Brands and labels.  
2. What to look for when buying: dresses, coats, hose, shoes, gloves, underwear, household linens.

### **References:**

**Clothes You Buy and Make** by Wingo.  
**Fiber to Fabric** by Potter.

## **FABRICS AND DRESS 30**

**Value:** 5 (4) credits; 5 (4) periods.

**Division of Time:** Practical—4 periods; Theory—1 period.

### **Approximate Allotment of Time:**

Unit One — Textiles—10 periods.

Unit Two — Millinery—12 periods.

Unit Three—Garment Construction—160 - 168 periods.

### **Objectives:**

1. To increase the ability to cut, fit and finish garments made of wool, silk, or other materials.
2. To distinguish between hand-made and machine-made lace.
3. Increase knowledge of main fibers.
4. Study of millinery for personal use.

### **Projects:**

1. Advanced project—coat or suit.
2. A blouse, baby dress, or lingerie involving considerable handwork.
3. Afternoon or evening dress.

4. Re-making a child's coat or converting a long coat to a shortie coat, etc.
5. Tailored slacks or wool housecoat.
6. Housecoat or lounging pyjamas in silk-like material.

**Minimum:**

- (a) Tailored suit or coat.
- (b) Problem 2.
- (c) One other from 3, 4, 5, or 6.

### **Unit One — Textiles**

<b>Scope</b>	<b>Sequence</b>
A. Minor fibers - - -	Classification: <ul style="list-style-type: none"> <li>(a) Animal—Camel's hair, mohair, llama, alpaca, vicuna.</li> <li>(b) Vegetable—Ramie, jute, hemp, kapok, pina.</li> <li>(c) Man-made—vinyon, saran, fiber glass, aralac, orlon.</li> </ul>
B. Lace - - - -	<ol style="list-style-type: none"> <li>1. History</li> <li>2. Types—needlepoint, bobbin or pillow, crochet, filet, etc.</li> </ol>
Classification of common kinds -	Bobbin: Valenciennes, Maltese, Chantilly, Mechlin, Torchon, Cluny. Needlepoint: Venetian, Alencon, Argentan, Armenian, Rose-point. Crochet: Irish, filet.
Distinguishing characteristics of hand-made and machine-made lace	

### **Unit 2 — Millinery**

The hat as part of a complete ensemble - -	Consider principles of design in relation to the hat and the wearer.
Good design in hats -	
Function of a hat - -	Protection for the face; to help camouflage shortcomings.
Choosing a hat - - -	Color, size of person, age, occasion, wardrobe.
Hats express temperament	Types for forceful or masculine. Types for demure or small build.

Trade terms used in  
millinery - - - -

- (a) For dress, semi-dress, outing, ensemble, tub, picture.
- (b) Shapes—sailor, toque, cloche, beret, pillbox, calotte, casual, cartwheel, bonnet, mushroom.
- (c) Materials used—straws, mohair, felts, fabrics.

**Project:**

- (a) Construction of a fabric hat to wear with a garment being constructed.
- (b) Cleaning, steaming, and retrimming of a felt hat.

### **Unit Three — Garment Construction**

Construction procedures -

1. Tailored buttonholes.
2. Welt pockets.
3. Darts
4. Shirring.
5. Square and mitered corners.
6. Fundamental principles of dressmaking.
7. Fundamental principles of tailoring.

**References:**

**Clothing Construction and Wardrobe Planning** by Lewis, Bowers, Kettunen.

**A Tailoring Manual** by Strickland.

**It's Fun to Make a Hat** by Garnell.



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